

Inspection report for early years provision

Unique reference number	255120
Inspection date	09/06/2011
Inspector	Patricia Dawes
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 1997. She lives in the Smethwick area of Birmingham. The whole ground floor of her house is used for childminding and there is a fully enclosed garden for outside play.

This provision is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for a maximum of six children under eight years at any one time. There are currently two children on roll in the early years age range. Older children are also cared for before and after school.

The childminder holds a recognised childcare qualification. She takes and collects children from local schools. She makes use of local facilities, such as parks, shops and the library. She also receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress towards the early learning goals because the childminder places a strong emphasis on gathering useful information on children's individual needs. She is proactive in promoting inclusion and effectively supports all children in their learning and development. Documentation is well maintained and all relevant policies and procedures are reflective of practice and suitably implemented. Partnerships with parents and other settings providing children's care are strong and significant in ensuring that the needs of all children are met effectively, along with any additional support needs. The childminder shows commitment and capacity to improve the quality of her care through reflective practice and has a system to record identified areas for improvement.

What steps need to be taken to improve provision further?

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

- further extend opportunities to use training made available by the local authority and other sources to enhance and develop practitioners skills
- continue to develop methods to involve parents in practical ways to support their child's learning and development.

The effectiveness of leadership and management of the early years provision

Children's welfare is efficiently safeguarded because the childminder has robust policies and procedures which work in practice and are shared with parents. The childminder has a good understanding of her role and responsibilities with regards to safeguarding children's welfare, however, she has not attended any recent

training in this area to ensure that her knowledge and understanding remains up-to-date and in line with local guidance. High quality risk assessments and daily safety checks ensure that both the indoor and outdoor play areas are safe and risks to children are minimised. Risk assessments for outings demonstrate an emphasis on encouraging children to develop an understanding of how to keep themselves safe by following simple rules and expectations.

The childminder is enthusiastic, friendly and caring and helps children to feel secure and at ease in the setting. Children are happy to play independently and the childminder is always close at hand to offer support. The childminder makes very good use of the space available in her home. Children choose from a wide variety of age-appropriate resources available to them. They are able to direct their own play and enjoy a varied day, with regular outings to a local park and play venues to explore the local environment. This helps children develop their independence, social skills and confidence. The childminder demonstrates a positive attitude to inclusion and offers a warm welcome to all children. There are plenty of resources and pictorial displays that reflect positive images of diversity, nature and the environment. As a result, children are developing their understanding and learning about a wider society.

The childminder places a strong emphasis on developing close working relationships with parents and carers. High quality policies and procedures are clear and easy to understand and parents sign to say these are read and understood. Daily discussions and picture journals keep them informed of how the children are spending their time, achievements and milestones that are reached and valuable welfare information. She actively encourages parents to share their thoughts and opinions on the service provided through a questionnaire and includes their comments in her self-evaluation document. Partnerships with other settings the children attend are strong and the childminder is keen to develop this further to enable children to make the transition from one setting to another smoothly.

The childminder reflects on her practice and makes changes as required to benefit the outcomes for children. For example, she has gained a Level 3 National Vocational Qualification (NVQ) in childcare and has completed a formal self-evaluation of her provision. She has a good understanding of her strengths and areas for improvement and is committed to improving her practice, for example, she has addressed the safety and documentation recommendations from her previous inspection regarding covering low-level glass and maintaining her accident record. She has a vision for the future and plans to improve her knowledge and skills through further training to demonstrate her commitment to continuous improvement.

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

Children receive effective levels of support to secure their progress towards the early learning goals because the childminder has a very good understanding of the Early Years Foundation Stage. She records useful and relevant information about

what children can do, and also information about what their next stage of learning is and what support they may need. The childminder then successfully uses this information to plan either adult-led activities or support children's learning through free play. The excellent use of photographs and captions all enhance their learning and development. Information is recorded and shared with parents, who have yet to add their comments to assist the childminder to make improvements.

Children are extremely secure, happy and confident. They are encouraged to share ideas and opinions and are constantly consulted about issues which are important to them. Communication, language and literacy are well supported as the childminder spends a great deal of time talking to the children, encouraging their vocabulary in conversation skills and seeking their opinions and ideas. They regularly visit the library, stay and play groups and other children's play venues. All of this helps to promote independence, self-esteem and well-being.

Children are encouraged to develop their skills in mark making and pencil control from a young age through accessing a range of resources from low-level storage. Skills of problem solving, numeracy and reasoning are developed as the children play with plastic construction toys, make necklaces from rope and wood or measure out and mix ingredients during baking. The activities provide an opportunity for the children to work together as a team, helping each other when measuring and sharing tools to achieve a finished result. The childminder skilfully involves children of different ages in the same activity. Children develop an excellent understanding of the use of technology, both in the home and in the community. Older children confidently use the recently acquired digital cameras to produce their own scrapbooks of their adventures. Younger children look at photographs on a digital camera or use electronic, programmable toys. Children learn about caring for the environment on walks through the woods, where they collect cones and leaves to produce effective artwork, which the childminder displays. All of this has a positive impact on developing children's skills for the future.

Children's understanding of diversity and difference is enhanced as the equipment and toys they use include an excellent range of resources that depict positive images of race, gender, culture and disability. Their understanding of diversity and difference is enhanced as they meet other children and join in activities that introduce them to festivals and celebrations from other cultures. The children take part in fundraising activities to help them learn about the differences and similarities of their lives. This enables them to respect other cultures and ways of life from an individual view. Children learn about being healthy as they enjoy varied opportunities to develop their physical skills. They spend a great deal of time enjoying outdoor play in the garden in all weathers, making footprints in the snow or making sandcastles in the sand tray. They regularly visit local parks where a variety of play equipment helps to develop their physical skills. They become part of the local community as they visit local childminding and toddler groups and sessions at the local children's centre.

Children's behaviour is excellent. They are happy and confident, as the childminder uses a positive and consistent approach to managing behaviour which takes into account children's levels of understanding and maturity. Children's health is

promoted well. They knowingly follow good hygiene practices, such as washing hands before eating and after toileting and messy play. They are aware this is to protect them from germs. All children enjoy the benefits of nutritious and well-balanced foods and drinks, which the childminder provides. Pictorial displays of healthy food options encourage children to talk about their favourites foods and why these are good for you. Children learn to keep themselves safe through practical daily routines, such as practising fire evacuation procedures. The childminder's also offers guidance on the dangers of traffic and strangers when out in the community or using scissors and knives safely in the home.

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	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

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	1
The extent to which children feel safe	1
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	2

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
--	-----