

Inspection report for early years provision

Unique reference number	EY398825
Inspection date	12/07/2011
Inspector	Patricia Dawes

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 2009. She lives with her partner, her mother and two children aged six and 1 years in Great Barr, West Midlands. Access to the property is gained using a slightly sloping driveway, with one step leading into the hall. The whole of the ground floor and upstairs bathroom of the childminder's house are used for childminding. There is a fully-enclosed garden available for outside play. The family has one rabbit as a pet.

This provision is registered by Ofsted on both the early years and compulsory part of the Childcare Registers. The childminder is registered to care for a maximum of four children under eight years at any one time. There are currently four children on roll in the early years age range.

The childminder holds an appropriate early year's qualification. She makes use of local facilities, such as, parks, shops and the library. She attends the local toddler group on a regular basis and collects children from the local schools. She is a member of the National Childminding Association and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make very good progress in their learning and development and enjoy their time in this inclusive, homely environment. Their individual needs are identified and addressed in-line with parents' wishes. All of the required information is gathered and maintained to meet the requirements of the Early Years Foundation Stage. The childminder and her assistant work effectively with parents to promote consistency of care for children who attend. She is proactive in establishing partnerships with other settings children attend, ensuring there is continuity in the support of their learning and development. The childminder shows commitment and capacity to improve the quality of her care through reflective practice and has a system in place to identify strengths and priorities for development that will improve the quality of provision for all children.

What steps need to be taken to improve provision further?

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

- provide time to support children's understanding of how hygiene promotes good health; in relation to hand-washing
- develop further effective communication methods between settings to ensure that children's needs are met and there is continuity in their learning.

The effectiveness of leadership and management of the early years provision

Children are safeguarded because the childminder and her assistant are fully aware of their roles and responsibilities with regard to child-protection issues. This is supported through detailed policies and procedures that are shared with parents and carers who can be assured of the childminder's duty of care to act in the best interest of the children at all times. The childminder ensures children are safe and secure, both inside and outside the home. She undertakes risk assessments to identify hazards within the setting and when she takes children on outings to various locations. Regular fire drills are practised and evaluated so that children know how to keep themselves safe in an emergency.

The childminder is welcoming to all children and their families. She establishes an excellent two-way flow of information with parents to ensure she meets children's individual requirements. Parents are provided with clear policies covering all aspects of the care provided. Regular discussions take place to share the activities and the changing care needs of the children. All required documentation is in place and well maintained. Children are starting to develop an open attitude to people's differences through the childminder's good role modelling when they are out and about. A very good selection of resources is easily accessible and the childminder ensures that they are developmentally appropriate for the children in her care. She spends time with babies and younger children, interacting effectively in a natural and sensitive way, ensuring they are supported and able to explore the resources and activities available to them.

Children are progressing because the childminder has effective partnerships with other settings the children attend and this enables a consistent approach. The process for obtaining relevant information regarding children's capabilities and stages of development from parents is in place. The childminder undertakes significant observation of the children during activities. These are recorded clearly in detailed learning journals to indicate development and progress, and shared with parents.

The childminder reflects on her practice and makes changes as required to benefit the outcomes for children. For example, she ensures that children enjoy a variety of fresh fruits and vegetables at mealtimes. Parents comment positively about the childminder providing healthy options. Systems for evaluating the quality of the provision are good. The childminder is able to identify strengths and areas for improvement within the setting. She is keen to develop an inclusive approach that reflects on how her practice improves outcomes for children.

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

Children are making excellent progress in their learning and development because the childminder and her assistant have developed warm and nurturing relationships to ensure children are highly motivated, secure and happy in the

homely environment. There is a stimulating range of high-quality resources and activities available which appeal to children of all ages. Children demonstrate their independence and confidence as they move around the playroom and select different toys and resources to play with. Activities are planned to enable children to take the lead role supported by the childminder, for example, watering and caring for the conker they have planted in garden.

Clear and well-informed observations and assessments and the excellent use of photographs and captions all enhance the children's learning and development. The childminder effectively identifies and monitors each child's next steps to indicate progress in all six areas of learning. Individual children's learning journeys reflect wonderfully the dedication the childminder applies to promoting children's progress towards the early learning goals.

Children are given very good support to develop their communication skills through lots of chatting during play. The childminder encourages and joins in with their conversations, repeating some words for younger children to develop their language skills. Children enjoy looking at books and the childminder encourages their love of books by ensuring favourite ones are available. Children regularly count during play, developing their skills in number recognition. They enjoy activities, such as playing with jigsaws to explore and investigate how the pieces fit together.

Children learn about different cultures and actively find out more about them, for example, having a tasting session of 'dragon fruits' discussing where they come from and finding pictures of how they grow in a different country in the world. They socialise when going to community groups, joining in with reading and rhyming sessions and choosing books to take home from the library. This fosters their social development and encourages their awareness as they learn about each other's differences and similarities. In addition, children have opportunities to learn about other home cultures, celebrating special events together, such as birthdays and festivals. They see positive images of diversity in their learning environment and play with resources, particularly small world figures from around the world, to support their learning.

Children greatly enjoy exploring their creative side, using a wealth of creative media to make and design imaginative pictures and models, such as sunflowers made from painted hand prints. They handle equipment safely because the childminder guides them, carefully encouraging them to develop their small muscle skills, for example, using rolling pins and cutters with the play dough and scissors during art activities. They participate in regular outings to other venues, where they take part in adventures to the 3 bear's house in the woods. Older children capture their adventure in a home-made book where the heroine and one of the bears both use 21st century technology, namely a games machine and laptop. All of this enhances children's experiences of the wider world.

Children's welfare needs are thoroughly met so that they eat very healthily, sleep warmly and safely and learn good social habits as part of their daily routine. During nappy changing the childminder talks to children and makes it a personal time. However, she does not encourage children to wash their hands after nappy

changing. This has the potential to compromise their health. The childminder actively involves children in recycling, growing healthy foods and caring for the environment, laying firm foundations for the future. Children's understanding of keeping themselves safe and continually promoted through consistent reinforcement and activities, for example, practising road safety whilst out and about and fire evacuation safety in the setting to ensure that everyone knows what to do in an emergency. They handle equipment safely because the childminder guides them carefully. Children move safely, enjoying the wide variety of play and learning opportunities, both inside and outside. The children's behaviour is admirable as they show care and consideration for each other, taking turns and demonstrating very good manners as they remember to say 'please' and 'thank you' at relevant times.

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	1

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	1
The extent to which children feel safe	1
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