

Inspection report for early years provision

Unique reference number	EY425115
Inspection date	03/11/2011
Inspector	Kashma Patel
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 2011. She lives with her children aged 10 and 12 years in Small Heath, Birmingham. The whole of the ground floor of the property is used for childminding. The garden is not available for outdoor play.

The childminder is able to take and collect children from local schools and pre-schools. The childminder is registered to care for six children under eight years at any one time. She is currently minding two children in the early years age range, both of whom attend on a part-time basis. She also offers care to children aged over five years to 11 years.

The childminder is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. 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 satisfactory.

Children are adequately cared for in a warm and welcoming environment where they are respected and valued. They enjoy a range of play opportunities and activities which enable them to make satisfactory progress in the six areas of learning. Children are generally safe and secure in the home where most aspects of their welfare are adequately promoted. Policies, procedures and most of the required documentation are in place to promote children's welfare. Satisfactory partnerships are in place with parents to support children; however, systems are not in place to liaise with other settings to promote consistency in children's development. A system for self-evaluation is developing and the childminder is able to identify some areas for further development, which improves outcomes for children.

What steps need to be taken to improve provision further?

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

- request written parental permission at the time of children's admission to the provision, to the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare). 17/11/2011

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

- develop effective communication methods between settings to ensure that children's needs are met and there is continuity in their learning

- develop further the use of self-evaluation and quality improvement processes as the basis of ongoing internal review, and include both parents and children
- ensure that the educational programme provides a balance of opportunities to support children's development across all of the areas of learning
- use assessment to plan the next steps in a child's developmental progress to ensure each child receives appropriate support.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded from the risk of abuse or neglect because the childminder has a clear and detailed policy which explains her responsibilities. Children are cared for in a safe and secure environment. A detailed risk assessment has been carried out on all parts of the home to which children have access. In addition to this, the childminder conducts daily checks to ensure that the environment is safe for children. There are a satisfactory range of written policies which cover many aspects of the childminding service. Most of the required documentation is in place and the childminder has written consent for outings and to administer medication. However, the childminder has not obtained prior parental permission for emergency advice or treatment for children in her care. This means that children's welfare is not fully supported in the event of an emergency situation and is a breach of a welfare requirement.

Children access a suitable range of toys and resources which are stored on the floor to allow choice and independence. The childminder also uses the toy library, which ensures children are able to access a range of resources. Children learn about the diverse community through regular outings in their community and as they access an adequate range of resources which promote equality of opportunity. The childminder exchanges information with parents on a daily basis and shares policies, procedures and children's records, which keeps them appropriately informed of their care and learning. Children currently attend other settings that deliver the Early Years Foundation Stage, however, systems are not in place to share information about children's learning. Systems for monitoring and evaluation are in the early stages. The childminder is able to identify some of her strengths and areas for further improvement. For example, she has booked herself on training courses to further develop her knowledge of the Early Years Foundation Stage and has identified that she needs more resources. These measures demonstrate that the childminder has the capacity to maintain continuous improvement.

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

Children are happy and settling well with the childminder. They are provided with a suitable range of appropriate activities and play opportunities to help them make satisfactory progress in the six areas of learning. The childminder is building her knowledge of the Early Years Foundation Stage and has started to make observations, however, she has not started to record these, therefore there is no

evidence to show that all areas of learning are covered. The childminder has a suitable awareness of children's interests which she uses to plan appropriate learning experiences for children. The childminder is aware of what children need to do next, but a system for assessment is not in place. This means that some learning priorities may not be identified.

Children begin to develop their confidence and independence as they help themselves to toys of their choice. They develop their imagination as they play with the tea set and sing songs and rhymes. Children develop their vocabulary as they access a suitable range of books. They enjoy stories being read to them and talk about detail in the book. Children enjoy messy play, such as paint and play dough. They make marks with crayons and pencils and also enjoy activity books where they identify different shapes. They compare the size of big and small circles and also count them. Children learn about positive behaviour through regular praise and encouragement. Children learn about road safety when on outings. They know they have to press the button and wait for the red light before they cross the road. This promotes children's awareness of keeping safe.

Children develop appropriate physical skills and access fresh air through daily outings in the community. They enjoy trips to local shops to buy ingredients for cakes. At the park, children use climbing equipment and play on the swings, which helps to develop appropriate skills. Children learn about festivals through activities. For example, they apply henna on their hands for Eid and talk about their new clothes. Children enjoy a balanced and healthy diet which meets their individual requirements. They enjoy snacks of fresh fruit and yoghurt and have regular drinks of juice to ensure they do not get thirsty. Children develop a suitable understanding of how to maintain their own health. They sit at the table to eat, and know to wash their hands before touching food and after using the toilet.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
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	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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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