

Inspection report for early years provision

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Inspection date	08/11/2011
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.

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 registered in 2010. She works with another registered childminder and minds from her co-childminder's house. The co-childminder's husband lives at the property which is located in the Great Barr area of Birmingham. The whole of the ground floor is used for childminding purposes. There is a fully enclosed garden area available for outdoor play. The premises are accessible via small steps leading up into the porch and house. The family has a pet dog and some tropical fish.

The childminder is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of four children under eight years at any one time. There are currently two children on roll in the early years age range. When working with her co-childminder together they may care for a maximum of 10 children under eight years at any one time. Older children are also cared for.

The childminder 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 good progress in learning and development because the childminder provides a happy, welcoming environment, in which children enjoy their play and learning. Each child is valued and respected by the childminder and her family. All policies and procedures are inclusive and implemented effectively to promote children's welfare. Effective partnerships are developing between the childminder, parents and other agencies to ensure that the needs of all children are very successfully met. The childminder shows commitment and capacity to improve the quality of her care and has identified some of her strengths and areas for improvement.

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
- develop further effective communication methods between settings to ensure that children's needs are met and there is continuity in their learning
- improve the two way flow of information with parents to promote a shared understanding of children's individual needs and 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 are effectively safeguarded from the risk of abuse or neglect because the childminder has a clear and detailed policy which explains her responsibilities to refer any concerns she may have about children's welfare. She has all the relevant information to be able to take the appropriate action if necessary, including a duty of care statement which parents acknowledge and sign. 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.

Excellent use is made of space in the home to provide a wide range of different activities and experiences. Good quality resources are varied and used well 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 experiences available to them. Toys are arranged to enable children to access them independently. Children are encouraged to share resources and understand and respect the values of others. They access a good selection of resources available depicting positive images of diversity. Topic activities, such as learning about different countries cultures and beliefs through celebrating different festivals enhance children's awareness of the wider world.

The childminder is welcoming to all children and their families. She establishes a good two-way flow of information with parents to ensure she meets children's individual requirements. Parents are given a copy of the childminder's policies and procedures when they start to keep them informed. Daily discussions also take place to share the activities and changing care needs of the children. The childminder recognises the importance of working with other professionals. However, she has not yet developed appropriate links with the nursery and school, in order to meet the needs of children and support children's continuity of care and learning.

Systems for evaluating the quality of the provision are in place and the childminder is able to identify strengths within the setting. She has already implemented some improvements since registration and is keen to develop an approach that reflects on how her practice improves outcomes for children. She meets with other local childminders and attends regular training to keep up to date and improve her practice.

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

Children receive good levels of support to secure their progress towards the early learning goals. The childminder demonstrates a confident knowledge and

understanding of the Early Years Foundation Stage and is effective in helping children progress well in all areas of learning. However, information of children's starting points is not sought at the initial visit with parents to enable the childminder to begin to plan quickly for the next steps in children's learning and development. This has the potential to delay children's progress. The childminder provides a good range of activities to stimulate children's interest and support their learning and development. She demonstrates a sound awareness of where each child is at and how they learn. Children take part in purposeful play and there is a good balance of adult-led and child-initiated activities. The childminder undertakes significant observation on the children during activities and records information in a learning journal. However, this does not contain sufficient information to clearly indicate development and progress or how the information is shared with parents to encourage learning at home.

Children are contented in familiar surroundings where the childminder is sensitive to their needs and interests. They readily seek comfort and reassurance and enjoy her joining in with their play. The childminder helps them learn new vocabulary and encourages them in their new found skills, for example, learning new nursery rhymes, which animal makes which noise or looking at familiar books. Older children enjoy themselves and are happy in the environment. They demonstrate their independence as they move around the home selecting different toys and resources to play with. Good maintenance and organisation of equipment and toys enables children to use the resources imaginatively and follow their natural curiosity as learners.

Children's language development is well-supported by the childminder through positive interaction. For example, she helps children as they identify animals in a game or sort building blocks by colour, shape, size and quantity. Children have opportunities to use their imagination during role play or acting out characters in a puppet show. All children have ready access to a wide selection of books. As a result, children make good progress in their communication, language and literacy and numeracy.

Children's awareness of people's differences is promoted. They are able to access resources that reflect cultural diversity and disability, such as small world figures and books. A variety of themed activities is planned to supplement children's learning and knowledge of the environment. For example, they regularly visit the park where children fed the ducks or look for caterpillars and ladybirds. They also learn about caring for nature and their environment through growing their own vegetables and flowers and using re-cycled materials for their art work. A good range of programmable toys gives them opportunities to acquire basic skills in operating simple equipment and a variety of musical instruments, listening to music and dancing supports children's talents. Children's physical skills develop effectively through walks to their local amenities and use of the equipment at their local playgroups, parks and different soft play venues. These all offer sufficient resources and challenges to advance their physical skills.

Children's health and well-being is promoted through the implementation of effective and familiar routines. Nutritionally appropriate snacks are provided by the childminder and parents provide packed lunches or bottles for babies. The

childminder takes care to ensure safe storage to reduce the risk of any spoilage or possibility of food poisoning. Children enjoy the social interaction that takes place at meal times, talking with the childminder about their day. Children learn to keep themselves safe through practical daily routines and the childminder's guidance on the dangers of traffic and strangers when out walking. Regular fire drills are practised and evaluated, so that children know how to keep themselves safe in an emergency. Children have also experienced a visit from the fire officers and their fire engine. Children's behaviour is suitably managed as the childminder employs appropriate methods to help children to learn about right and wrong, such as a stern voice with younger children. As a result, they are developing good self-esteem and understand when they have done well, as they receive praise and recognition for their 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

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	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	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	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