

Inspection report for early years provision

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| Unique reference number | EY427076 |
| Inspection date | 02/11/2011 |
| Inspector | Jasvinder Kaur |

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| 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 2011. She lives with her husband and two children, aged five and two, in Oldbury. The whole of the property, except for the main bedroom, is used for childminding. There is a fully enclosed garden for outside play. Access to the premises is via two steps at the front and rear of the house. The family has a guinea pig and some goldfish.

The childminder is registered to care for a maximum of four children under the age of eight years at any one time. She is currently minding two children in the early years age group. She also offers care to children five years and over. This provision is registered by Ofsted on the Early Years Register and compulsory part of the Childcare Register. The childminder is able to take and collect children to and from local schools and nurseries and makes use of local facilities such as toddler groups, parks, shops, local children's centre and library.

The childminder holds an appropriate early years qualification to Level 3 and is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are contented and feel secure in the family-oriented environment. Their individuality is recognised and fostered by the childminder, who has a close partnership with parents. All policies and procedures are inclusive and implemented successfully to promote children's welfare and, for the most part, their health and safety. The space and resources within the provision are well organised to enable all children to feel safe and to participate in activities in a secure environment. Systems to evaluate practice are effective in improving standards and making further progress in most areas to establish a quality 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:

- promote children's safety further by checking them frequently while sleeping
- promote health by providing suitably hygienic facilities for changing any children who are in nappies.

The effectiveness of leadership and management of the early years provision

Children are protected from harm or neglect, as the childminder has a good understanding of the signs and symptoms of abuse and Local Safeguarding

Children Board procedures. All adults within the provision have undergone effective vetting to promote children's safety. The environment is secure, and detailed risk assessments confirm that the childminder carries out safety checks to eliminate risks both around the home and for proposed outings. All equipment, furniture and toys are suitable, safe and in good condition. Although there are appropriate arrangements to allow children to rest and sleep without disturbance, sleeping children are not checked sufficiently often. Arrangements are in place to exclude children who have any transmittable illnesses to protect others from the spread of infection. However, nappy-changing practices are not sufficiently hygienic. These factors potentially compromise children's health and safety.

The childminder has implemented a robust system to monitor and evaluate her practice, thus ensuring that improvements are made which promote children's learning and most aspects of their wellbeing. As well as ongoing training, meetings with a development officer and other providers help the childminder to update her professional skills in line with the Early Years Foundation Stage. Parents' views are also sought to support this progress. All required documentation and records are well maintained and readily available for inspection and for parents. The premises are made very welcoming to both parents and children, with a wealth of displays of children's artwork, learning aids and information for parents. This contributes to children's comfort. A friendly and secure environment means children settle in quickly and feel confident and safe.

Children's individuality is valued, as the childminder is aware of their likes and dislikes, and their records contain all relevant information. They have good opportunities to learn about themselves, each other and the world around them. Relevant resources and displays, celebrating different festivals all through the year, linking artwork and tasting foods, raise children's awareness of the wider world and diversity. The childminder works well with parents and carers of the children, valuing their contribution as partners in their children's learning and care. Daily verbal feedback, children's profiles and a detailed prospectus of the service maintain a two-way flow of information between parents and the childminder. She demonstrates good awareness of the need to develop partnerships with other professionals, such as local school staff, in order fully to promote continuity and progression.

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

Children show an interest in the activities available and relate well to the childminder, who supports and encourages them to develop in confidence. They play happily in a family-oriented environment with self-selected toys. The childminder plans purposeful play for all age groups to cater for the needs of individuals in the six areas of learning and development. She engages in their play with warmth and care and uses her questioning skills effectively. This results in children being active learners and being able to think critically. The childminder has set up a good system of observing and assessing children's play to help her plan activities. Her findings are used effectively for the individual child's next steps in learning.

Children are given praised and encouraged to count during indoor and outdoor play, and show pride in counting toys and candles for their siblings' birthdays. Routine activities such as singing nursery rhymes, reading stories and making marks enhance children's communication skills. Children enjoy and repeat words and phrases while chatting with peers and familiar adults. Younger children attempt to communicate through babbling, smiling and many different kinds of action. Children use their imaginations and express their thoughts whilst using a good selection of art materials to develop their creative skills. A range of musical instruments, textures and sensory experiences, including hand and foot printing and using play dough, supports children's skills. Children talk about weather conditions and collect leaves to make collages. They enjoy baking cakes and biscuits, dancing to music and feeding their dolls during role-play.

Children's physical skills develop effectively through sufficient resources and challenges in the outdoor play area. They go out in the fresh air daily and take part in physical play at their pre-school groups and local parks. They enjoy nutritious lunches, including fresh fruits and vegetables. Drinking water is offered throughout the session. Children learn to keep themselves safe through the guidance of the childminder and her practical example concerning road safety, talking to strangers and any possible dangers in their everyday lives. They are also reminded during play of house rules in respect of safety. Children behave well, demonstrating an understanding of the boundaries and expectations within the home. All are happy, as the childminder uses a positive and consistent approach to managing behaviour which takes into account children's levels of understanding and maturity.

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

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| 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

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| 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

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| 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

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| 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:

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