

Inspection report for early years provision

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Inspection date	19/10/2011
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 2011. She lives with her partner, his adult son, and three children aged 14, 12 and eight years in the Tividale area of Sandwell. The premises are easily accessible. The whole of the ground floor except for the rear lounge and garden are used for childminding purposes. Children also access the bathroom upstairs. The family has a pet dog, and marine fish in an aquarium in the rear lounge.

The childminder is registered by Ofsted on the Early Years Register and on both 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 is currently one child on roll in the early years age range.

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 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 gathers useful information on children's individual needs to promote inclusion and support their learning and development. Most documentation is maintained well and all relevant policies and procedures are reflective of practice and suitably implemented. The childminder has effective partnerships with parents where systems have been appropriately developed, so they have regular communication to promote consistency of care. She has a sound awareness of the requirement to work in partnership with other settings that children attend. Evaluation procedures are in their early stages, but the childminder has identified areas for improvement which will improve outcomes for children.

What steps need to be taken to improve provision further?

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

- review the risk assessment to ensure that it covers anything with which a child may come into contact to ensure children's safety and well-being
- begin to plan for personalised learning by making learning plans for each child based on information gained from discussions with their parents
- develop further the evaluation systems to ensure that the quality of children's learning, development and care continues to improve.

The effectiveness of leadership and management of the early years provision

Children's welfare is efficiently safeguarded because the childminder has effective 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. All relevant policies and procedures are in place and the childminder checks her home visually on a daily basis, however one aspect of documentation, risk assessments of the childminder's home, is not available. The childminder is not fully demonstrating how she continues to assess hazards and takes steps to minimise risks. This has the potential to compromise children's safety and welfare. Regular fire drills are practised and evaluated, so that children know how to keep themselves safe in an emergency.

The childminder is friendly and caring and this helps children to feel at ease in the setting and secure. The childminder makes good use of the space available in her home. Children can choose from the resources available to them and are able to direct their own play. They are happy to play independently and the childminder is always close at hand to offer support. The childminder is beginning to develop her understanding of how to help children learn about a wider society and children explore the local environment. Children enjoy a varied day, with regular outings to a local park and play venues. This helps children develop their social skills and confidence. The childminder demonstrates a positive attitude to inclusion and offers a warm welcome to all children. She is keen to utilise local learning resources, including a toy library, to extend her range of resources.

The childminder places a strong emphasis on developing close working relationships with parents and carers. Comprehensive policies and procedures are clear and easy to understand and parents sign to say these are read and understood. Daily discussions and learning journals keep them informed of how the children spend their time, achievements and milestones that are reached and valuable welfare information. She actively encourages parents to share their thoughts and intends to seek an opinion on the service provided through the use of a questionnaire. Parents' comments will then be added in her self-evaluation document, along with those of the children and other settings children attend. This is an area the childminder is keen to develop further to enable children to make the transition from one setting to another smoothly.

The childminder has undertaken an informal self-evaluation of her provision. She has begun to reflect on her practice and has identified relevant areas for improvement, such as attending training to update her knowledge and understanding of safeguarding and improving her resources showing positive images of diversity. This demonstrates she is committed to improving her practice and outcomes for children and also has a vision for the future.

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 has developed warm and nurturing relationships to ensure children are motivated, secure and happy in the homely environment. 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 the next steps in children's learning and development. This has the potential to delay children's progress.

Children are happy and settled in the childminder's care. They readily seek comfort and reassurance and enjoy her joining in with their play. 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 children confidently race to complete a jigsaw before the childminder and show great delight when they do.

Children's language development is well supported by the childminder through positive interaction. For example, she helps children match items as they play a game of snap or sort cars by colour, shape, size and quantity, correctly counting the total number of wheels. Children have ready access to a selection of books at the childminder's home and they also attend story time sessions at the library. They are able to confidently re-tell familiar stories and sing popular nursery rhymes and songs. As a result, children make good progress in their communication, language and literacy and numeracy.

Children show an interest in nature, for example talking about plants and how they grow or hunting mini beasts on walks in the community. Children make good attempts to problem solve, for example weighting and measuring when making cakes, learning first how to crack an egg. Children enjoy arts and crafts, producing very effective, appealing artwork. This is displayed by the childminder and children take great delight in showing off their creations. 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. They understand that hand washing is important in preventing germs and a necessary part of their personal health routines. Nutritionally appropriate snacks and meals are provided by the childminder who 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, chatting with the childminder about their day. 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 and offering choices. 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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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