

Inspection report for early years provision

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Inspection date	02/02/2012
Inspector	Jacqueline Nation
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 husband and two children aged seven and 13 years in Halesowen. The whole of the ground floor is used for childminding and this includes access to toilet facilities. First floor rooms are not used, except for one bedroom which is used for sleep purposes. There is a fully enclosed garden for outside play. There is a step at the front door and steps in the rear garden. The family have a rabbit and a dog.

The childminder is registered by Ofsted on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register to provide care for a maximum of five children under the age of eight years at any one time. Currently there are four children on roll, one of whom is in the early years age range.

The childminder walks to a local school to take and collect children.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are settled and enjoy their time with this welcoming and friendly childminder. She provides them with a homely and caring environment where they make good progress in the Early Years Foundation Stage. Inclusive practice is promoted well and effective partnership with parents ensures children's individual needs are met. The childminder is committed to continuous improvement and has given good consideration to her strengths and areas of her practice she would like to improve to benefit children. Most of the required documentation is in place.

What steps need to be taken to improve provision further?

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

- provide information for parents on the complaints procedure so that any concerns regarding children's welfare are effectively promoted (Safeguarding and promoting children's welfare) (This also applies to both parts of the Childcare Register).
- 16/02/2012

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 and development.

The effectiveness of leadership and management of the early years provision

The childminder is committed to safeguarding children and is able to respond with confidence and knowledge to child protection concerns. She has completed safeguarding training and a safeguarding audit to help her assess the effectiveness of her procedures. Safeguarding information is shared with parents to make sure they are aware of her role and responsibility. Effective vetting procedures are in place to ensure adults in the household are suitable to have contact with the children. Risk assessments are carried out and ensure any potential risks to children are promptly identified and minimised. The childminder is vigilant and makes sure children develop an understanding of staying safe. She talks to them about road safety, stranger-danger and helps children become familiar with the emergency evacuation procedures. The childminder maintains very organised and effective recording systems with regard to the children's attendance, medication and accidents. All of the necessary consents are obtained from parents in advance of a child being cared for to fully promote children's welfare. Records are stored securely to ensure confidentiality.

Children benefit from being cared for by a friendly childminder who has made a very positive start to her new role. The environment is well-organised and inviting to children with some of their art work displayed. Children have opportunities to choose what they want to do and follow their own interests and the childminder is responsive to their requests for additional resources to support and extend their play. A range of resources are available to support children's understanding of diversity, such as puzzles, play figures and books. The childminder has a positive attitude to inclusive practice and recognises the uniqueness of each child. She has a good knowledge of each child's background and needs and supports their individuality. The childminder is not caring for any children who have special educational needs and/or disabilities. However, she has a clear understanding of the importance of working with other professionals to provide a good level of support for such children when the need arises. However, the childminder has yet to develop links with other providers, such as the local school, to support children's continuity of care, learning and development.

Partnership with parents is developing well. She spends time with parents from the outset gathering key information about their child's needs and parents' preferences. The childminder displays useful information in the entrance hall, for example, her certificate of registration and a parent poster which details the contact number for Ofsted. She provides parents with a wide range of written policies and procedures to help keep parents informed about the provision. However, the childminder has yet to devise a policy relating to complaints to share with parents so that any concerns regarding children's welfare are effectively promoted.

The childminder is committed to ongoing improvement and has a good awareness of her strengths and areas of her practice she would like to develop further. She has started to formalise these ideas by using the Ofsted self-evaluation form. The childminder is keen to extend her knowledge and skills through training.

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

Children are making good progress within the Early Years Foundation Stage because the childminder has embraced the framework and developed her knowledge accordingly. Children benefit from good interactions with the childminder and her understanding of how children learn through play and by having fun. The childminder has developed a system to observe and assess children's progress and each child in the Early Years Foundation Stage has a learning journey record. The childminder uses her observations to plan the next steps in children's learning and she provides parents with a summary of their child's progress across the six areas of learning.

Children are self-assured and their communication skills are fostered effectively. They talk about events in their lives and happily share their thoughts and views. Children have opportunities to listen to stories or look at books and are supported in developing their knowledge of letters and sounds. They are encouraged to write their name on their art work and enjoy pretending to be teachers or acting out role play scenarios, such as setting up a library or cafe. Problem solving skills are developing well as children work together to complete a range of puzzles, play matching games and use building blocks to make models. They are happy to demonstrate their counting skills and are proud of their achievements when they count to twenty-one. Children participate in a wide range of art and craft activities which they thoroughly enjoy. They like painting, sticking activities, drawing pictures and manipulating play dough. Children become totally absorbed while drawing and then talk to the childminder about what their creation represents. Children are praised for their creative abilities. They are supported in developing their knowledge and understanding of the world through discussions and activities about different festivals and celebrations, such as Diwali and Chinese New Year where children enjoyed eating noodles with chopsticks. Overall, children are developing good skills to support their future learning.

Children benefit from the childminder's calm and caring approach. They are content, develop a strong sense of belonging and are encouraged to share any concerns. Good behaviour is promoted. Gentle reminders and appropriate strategies help children to understand there are rules and boundaries to help keep them safe. A range of books are available which support children's understanding of appropriate behaviour and help them to develop positive relationships with their peers. Children's good health and well-being is supported and positive steps are taken to prevent the spread of infection. Good attention is given to keeping the care environment clean and children adopt good personal hygiene routines. Children's dietary needs are met as the childminder ascertains relevant information relating to their individual needs and parents' preferences. They learn about the benefits of healthy eating and the childminder offers nutritious and well-balanced snacks and meals. Children enjoy baked potatoes, sandwiches, fresh fruit and yogurts. Regular drinks are provided to ensure children remain hydrated. Children's physical development is promoted effectively, they walk home from school and are able to play in the garden and visit local parks.

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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- devise and implement a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register and which a parent makes in writing or by email. (Procedures for dealing with complaints) (This also applies to the voluntary part of the Childcare Register). 16/02/2012

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the compulsory part of the Childcare Register (Procedures for dealing with complaints). 16/02/2012