

Inspection report for early years provision

Unique reference number	EY436949
Inspection date	15/05/2012
Inspector	Jasvinder Kaur
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 and works with an assistant. She lives with her husband and two children aged three years. Four adult siblings also live on the premises in Oldbury, West Midlands. The whole ground floor of the property is used for childminding and there is a fully enclosed garden available for outside play. The family has a guinea pig.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than one may be in the early years age range. When working with the assistant, the childminder is registered to care for four children under eight years, of whom no more than four may be in the early years age range. She is currently minding three children in this age group. She also cares for children aged over five years. The childminder is registered on the Early Years Register on both the voluntary and compulsory parts of the Childcare Register.

The childminder is able to take and collect children from local schools and pre-schools. She 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 in the family-orientated environment. They develop secure relationships with peers and the childminder, who creates a safe and stimulating environment. Close partnership with parents means children are treated as individuals and their needs are met effectively. All policies and procedures are inclusive and implemented successfully to endorse children's welfare. Regular self-evaluation by the childminder, involving parents and children, ensures that priorities for development are identified and acted on to promote most aspects of partnerships with other providers and good quality of education.

What steps need to be taken to improve provision further?

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

- improve further observation and assessment records of children to identify their achievements clearly and plan their next steps in learning effectively
- establish relationships with other providers to ensure children's progression and continuity of learning towards the early learning goals.

The effectiveness of leadership and management of the early years provision

Children are protected from harm or neglect because the childminder and her assistant have a good understanding of their roles and responsibilities with regard to safeguarding children in their care. They have a good working knowledge of the possible signs of abuse and neglect. Comprehensive policies and procedures are shared with parents to ensure they understand the duty of adults to safeguard children. The environment is secure, and detailed risk assessments confirm that the childminder carries out checks to eliminate risks, both around the home and for proposed outings. She promotes children's good health and well-being, including infection prevention, as she takes appropriate action when they are ill.

The childminder has implemented a robust system to monitor and evaluate her practice. This ensures that improvements are made which promote most aspects of children's welfare and learning. As well as ongoing training, meetings with a development officer help the childminder to update her professional skills in line with the Early Years Foundation Stage. Targets have been adopted as and when necessary to further improve the provision and outcomes for children. To support this progress, the views are sought of parents, children and the assistant. All required documentation and records are well maintained and readily available for parents and for inspection. Parents are well informed about the service provided through a number of means. For example, they have access to their children's profiles and the setting's written policies and procedures. Opportunities are provided to discuss their child's day verbally and through sharing profiles. Partnerships with other providers delivering the Early Years Foundation Stage, to ensure children's progression and continuity of learning, have not been established to support children's continuity of care. However, the childminder understands the importance of partnership working when children have special educational needs and/or disabilities.

Inclusive practice is well promoted. Children are valued as unique individuals, and support is offered according to their specific needs. Celebrating different festivals all through the year, linking artwork and tasting foods enhance children's awareness of the wider world and diversity. Ample resources are available which depict positive images of diversity. Children are provided with good quality toys and equipment appropriate to their age and stage of development. The premises are very welcoming to both parents and children, with a wealth of displays of children's artwork, colourful posters and information for parents about the service, which contributes to children's well-being.

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

Children feel safe, are confident and benefit from good child-to-adult ratios, as the childminder regularly works with her assistant. She plans purposeful play and a good balance of adult-led and child-initiated activities. The childminder has set up a system to maintain children's individual profiles, although her observation and

assessment skills are not fully developed to identify their next steps clearly in order to set fully effective challenges in learning. Nevertheless, her good interaction and questioning skills do present challenges for children, enabling them to be involved enthusiastically in activities and in selecting resources. Children have good access to a stimulating range of toys and equipment, which are maintained in good condition. This motivates children to play with an increasing level of independence, which means they can use equipment imaginatively and follow their natural curiosity as learners.

Children engage adults in conversation, talking about their imagined and personal experiences throughout the session. For example, they talk about favourite characters from books and television. They sit beside the childminder, taking part in group activities with enjoyment and responding with interest. Their communication skills are fostered through story and singing sessions and making marks. Children show interest in the world around them while taking part in activities, such as visiting different parks and other amenities, growing fruits and vegetables and learning about nature and wildlife. Children exercise imagination and express their thoughts while using a good range of art materials to develop their creative skills, as well as making fruit smoothies. They are well supported in developing basic technology skills when operating a computer, simple equipment and programmable toys.

Children regularly play at their local park, and the resources in the pre-school setting and back garden provide sufficient physical challenge for them. All through the day, plenty of opportunities are provided for children to enhance their skills of coordination, control, manipulation and movement. They adopt good personal hygiene routines, including washing hands before eating and after using the toilet. Nourishing options, such as fresh fruits and vegetables, are offered at snack and lunch times. Drinks are readily accessible for all children throughout the day. Children behave well, demonstrating an understanding of the set boundaries and expectations within the home. They learn to keep themselves safe through practical daily routines and the childminder's guidance. For example, they take part in regular fire drills, are taught how to cross the road safely and are reminded of house rules during play.

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	3
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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