

Inspection report for early years provision

Unique reference number	EY438373
Inspection date	03/08/2012
Inspector	Emma Spooner

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 minds from her partner's home in Smethwick, West Midlands. The childminder has two children aged six and four years. The whole of the ground floor of the property is used for childminding. A local park is available for outside play. The childminder is able to take and collect children from local schools and pre-schools.

The childminder is registered to care for a maximum of four children at any one time, of whom no more than two may be in the early years age range. She also offers care to children aged over five years to eight years. She is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and settled in the childminder's home. Children engage in a range of mainly suitable activities, feel safe and secure and share close relationships with the childminder and her family. The childminder works effectively with parents and has a sound understanding of children's individual needs, ensuring that all children are valued and included. The childminder has only been minding for a brief period, and is beginning to reflect on the quality of her provision, although an effective system to support self-evaluation is not yet in place.

What steps need to be taken to improve provision further?

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

- ask challenging and open-ended questions consistently to extend children's learning and to allow children to express their thoughts, feelings and ideas
- enhance the range of resources available to support children's understanding of cultural diversity
- use a quality improvement process, such as the Ofsted self-evaluation form, to identify strengths and priorities for development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

Children's welfare is a high priority of the childminder who has effective systems in place to assure their safety and well-being. She has a clear understanding of local safeguarding procedures and informs parents of her responsibilities should she have any concerns about children in her care. Policies, procedures and records are

thorough and well organised. Detailed written risk assessments are in place to identify all potential risks within the childminder's home and whilst on outings. For example, broken toy boxes are identified and replaced before children are allowed access to them.

The childminder offers children ample space to move around as they play and relax in a comfortable, clean and tidy environment. An appropriate range of resources and equipment is available and is mostly stored in child-friendly drawers and boxes. This means that children are able to make choices about their play with independent access encouraged on a regular basis. She has identified a local toy library to support her in varying the types of resources she provides to suit the needs and interests of individual children. The childminder has attended recent training to update her knowledge and skills and is considering ways of ensuring that it is used to benefit all children. Equality and diversity is appropriately fostered, although resources available to support children's learning in this area are limited. The childminder consistently challenges stereotypes and encourages all children to value the wishes and opinions of others.

The childminder demonstrates a suitable understanding of the need for continuous improvement and has begun to look for ways to improve her provision. She has identified some appropriate targets, including further training and the development of her own ability to utilise the process of self-evaluation. The childminder is committed to providing good quality childcare and education and demonstrates a drive to improve and progress in her knowledge.

Partnership with parents is a key strength of the childminder. When children start to attend, she takes great care to understand each child, their individual starting points and experiences, by gathering information from parents. This means that parents' wishes and children's individual needs are effectively met. The settling-in process is efficient and flexible to suit the needs of parents and children, ensuring that everyone is happy and children feel secure. Parents value the informal hand over discussions which occur daily on the arrival and collection of the children. This means that parents can become involved in their child's learning and each child is well supported in making progress towards the early learning goals. The childminder understands the importance of working with other professionals and settings to provide appropriate support and continuity for all children.

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

The childminder has been minding for a very brief period and already children enjoy being in her setting. This is because they have formed positive relationships with the childminder and her family, they are familiar with and secure in their environment and settle very quickly. Children are able to move freely and securely because they are well supervised in a tidy environment. For example, children know that the front room is for quiet relaxing activities and that they are not allowed unsupervised access to the kitchen. A good understanding of how to keep themselves safe is demonstrated by the children, especially during cooking

activities with the food mixer and oven. Children behave well as the childminder uses her recent behaviour management training to develop their confidence in sharing, considering the needs of others and resolving disputes. The childminder has used the Olympics as a theme for learning about the world around them. Children have been learning to share their ideas and opinions about the competitions based on those that they have viewed together on the television. They have also enjoyed being involved in creative activities, such as collaging an Olympic torch. Children are beginning to take responsibility within the setting because the childminder reinforces the house rules. For example, they tidy up after themselves to ensure that they are all safe.

Children's good health is generally well promoted by the childminder. She demonstrates good hygiene routines for washing hands and cleaning surfaces, although she misses some opportunities to talk about why they need to stay clean and free from germs. She has sound policies regarding children's sickness to prevent the spread of infections. Children are beginning to make healthy food choices because they are offered healthy snacks including toast and a wide variety of fruits including pineapple and mango. Drinks are offered frequently to ensure that each child remains hydrated throughout the day. Children are able to enjoy fresh air and exercise, with visits to the local parks as the childminder is unable to use the garden. They develop mobility and coordination skills, such as climbing, running, sliding and walking as they can access resources including the climbing frame, footballs and other age-appropriate play equipment.

Children are making steady progress towards the early learning goals as the childminder regularly observes their play and clearly demonstrates her understanding of individual starting points and next steps in their learning. She has an understanding of the Early Years Foundation Stage and is aware of how children learn through play. Many of the activities are child-initiated with generally appropriate intervention to support and extend learning. However, some questions asked during activities are closed. This means that opportunities to challenge children's thinking and for them to express their own ideas and feelings are sometimes missed. Children develop their confidence and independence as they access engaging activities based on their interests, such as remote controlled and hand held computer games, construction and baking. They enjoy opportunities to explore mark making and are encouraged by the childminder who provides a wide range of materials, such as an easel with chalk, finger paint, colouring books, paper, glue, scissors and a range of pens and pencils. Children thoroughly enjoy counting and measuring in practical contexts, such as baking cupcakes. For example, they use measuring spoons to put the correct amounts of each dry ingredient into the mixture and count how many cubes of butter are needed for the icing.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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