

Inspection report for early years provision

| | |
|--------------------------------|---------------|
| Unique reference number | EY432794 |
| Inspection date | 27/04/2012 |
| Inspector | Patricia Webb |
| Type of setting | Childminder |

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

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 10 and 15 years in Rowley Regis in Sandwell. The whole of the ground floor of the childminder's home is used for childminding. Access to the premises is via four steps down to the front door with an additional ramp. There is a fully enclosed garden available for outside play, which is accessed via seven steps. The family has a hamster, two cats and a bearded dragon.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. There are currently four children on roll in the early years age group. The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder is able to take and collect children from local schools and pre-schools. The childminder holds a relevant early years degree and has achieved Early Years Professional Status (EYPS).

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has made a strong start to her practice. As a qualified and experienced practitioner, she uses her skills effectively to ensure that each child is making good progress in the Early Years Foundation Stage. The childminder values and respects each child and their family, encouraging a partnership between the provision and the children's home lives. She evaluates the impact of her practice on children's progression building on her key strengths. The areas for further improvement are being considered as she develops a more reflective approach. She is aware of the limited resources and activities available to promote children's awareness of diversity.

What steps need to be taken to improve provision further?

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

- extend the range of positive images in the resources and activities available to challenge children's thinking and help them to embrace differences in society
- develop the evaluation process systematically to accurately analyse the areas for further improvement, ensuring that the quality of children's care, development and learning continues to improve.

The effectiveness of leadership and management of the early years provision

The childminder is a highly qualified and experienced early years practitioner. She is implementing her knowledge and skills effectively with each child in her care. She has a very clear knowledge and understanding of child protection issues and shares her duty of care with parents through well-worded policies and procedures. Parents are assured of her commitment to safeguard the children as she has ensured that all adults in the household have undergone suitable checks. The childminder is diligent in her assessment of risks to children both on and off the premises. She is a firm believer in conducting 'benefit risk assessments' therefore she assesses activities for risks, and takes reasonable steps to minimise potential hazards, children engage in play in which they learn to take calculated risks. Consequently children begin to gain skills in risk assessing for themselves.

All children and their families are welcomed by the childminder. She takes time to discuss children's personal and family needs with the parents before placements begin. She is experienced in caring for children with special educational needs and/or disabilities, understanding that each child's needs would be assessed to ensure that they could be fully met in her home. Inclusive practice is well embedded as the childminder is trained in the use of Makaton sign language. She encourages all children to learn simple signs and gestures as together they watch their favourite television presenter using it. The childminder is currently building up her range of resources and equipment. Children are able to select toys and resources as the childminder encourages them to make choices about their play. The range of resources depicting positive images of diversity is currently limited to help support children's development and raise their awareness of differences in society fully. The childminder does, however, promote children's discussions about the local community and they visit nearby venues to socialise in larger groups, gaining a sense of their place in the world.

The childminder has a clear concept of the key strengths in her provision and how her practice enables children to develop and learn. While her strengths are evident and utilised effectively in the day to day practice, she is not wholly focussed on areas for further improvement. She is very keen to develop this aspect and is seeking to engage the views of the parents and the children in future assessment of her practice. Partnerships with other providers are well established as the childminder knows how important such links are so that each provider consistently complements each child's Early Years Foundation Stage experiences.

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

Children are very settled in the care of the childminder. She presents a calm, quietly spoken manner which helps children feel at ease. The environment is homely and family-orientated, offering children opportunities to be active engage in quieter play or settle for a rest on the settee as they choose. The childminder has a very sound knowledge and understanding of the Early Years Foundation

Stage and is skilled in observation of children's development and learning. The childminder is able to articulate what stage each child was at when they first started with her and written records are being drafted to complement this practice. She discusses how they have made significant progress in all areas of their development, emphasising the contribution made by the children's achievements at home as well as with the childminder.

Each area of learning is observed and assessed equally. For example, a child playing 'catch' with a ball drops it and watches as it rolls through the chair legs and under the table. The childminder is skilled at using her precise observations to help children move forward in their learning. She notices how children stand when they play with the balls, and uses this information very effectively to help retrieve the ball. The childminder then notes how the child is developing skills in problem solving and reasoning through a simple, spontaneous incident. A child's spoken language develops rapidly as the childminder takes advantage of the child playing in the lounge as the child 'chats' to the small world characters, weaving an imaginative story and manoeuvring the toys around the playmate. Later the childminder uses the observations to promote further discussions and extend the child's thinking. Children are encouraged to reflect on what they have done during the day and consider what they might like to do next.

The childminder knows each child's character well, adapting activities and routines to enable children to feel confident and settled. They enjoy healthy and balanced snacks and drinks. On a number of days, the childminder also provides freshly cooked dinners to encourage a wider choice of foods to children. The childminder emphasises the social aspect of eating meals as she always sits with the children for lunch or dinner. She is a positive role model as children learn good table manners and develop conversation. Dietary and religious requirements are discussed with parents and followed diligently. Children are encouraged to embrace a healthy lifestyle as she endeavours to walk to local schools and venues daily. She also provides suitable wet-weather outfits to encourage children to delight in their favourite activity of puddle jumping as they safely splash around in Wellington boots and waterproof clothing. Children know about the importance of hand washing and know not to handle the pets. They gain an awareness of their own safety as they participate in evacuation drills, road safety and tidy away toys, particularly smaller items, when younger children are around.

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 | 3 |
| 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 |
|--|---|

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 |

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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 |
|--|-----|