

Inspection report for early years provision

Unique reference number	EY371695
Inspection date	13/10/2008
Inspector	Christine Lynn Williams
Type of setting	Childminder

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.

Description of the childminding

The childminder was registered in 2008. She lives with her two children aged six and 12 in a residential area of Redditch. The whole of the ground floor of the childminder's house is used for childminding, plus an upstairs bathroom and bedroom. There is a fully enclosed play area available for outdoor play.

A maximum of five children may attend the setting at any one time. There are currently three children attending of which one is within the Early Years Foundation Stage (EYFS). The childminder also offers care to children aged over five years to nine years. This provision is registered by Ofsted on the compulsory childcare register. The family have a pet rabbit and hamster.

The childminder has suitable procedures to support children with learning difficulties or disabilities, and who speak English as an additional language. Access to the home is over steep front steps, however, there is an alternative flat entrance to the rear of the property. The childminder walks to local schools to take and collect children and is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Children settle extremely well with the childminder and enjoy a close and positive relationship with her. The childminder plans the learning environment effectively so that children's learning and development is both interesting and stimulating and they benefit from the warm, family atmosphere provided. She motivates young children to be active learners through simple games, praise and encouragement. Inclusive practice is promoted well so that the learning, development and welfare needs of all children are known and met and they are cared for in a safe and healthy environment. Open and constructive relationships are developed with parents and these ensure that continuity of care is always maintained and that information about children is shared.

What steps need to be taken to improve provision further?

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

- improve the system for recording who has parental responsibility and legal contact
- further develop the systems for evaluating the effectiveness of the provision and link these to children's individual learning and development needs.

The leadership and management of the early years provision

The childminder is well organised and uses her home effectively to provide a safe and secure environment where children can interact and explore. Strong, positive and caring relationships are developed, with close attention provided so that

babies and young children feel special. For example, the childminder uses gentle tones and simple counting games at nappy changing times and provides lots of interesting textures and sounds to stimulate young children's senses. Children's learning and development needs are identified through observation and information from parents and she uses these carefully to plan children's next steps. Although she is new to childminding, she shows a clear commitment to meeting the requirements of the Early Years Foundation Stage (EYFS) and has begun to access additional training in order to improve her knowledge and understanding.

The home, furniture, equipment and toys are safe and suitable for young children who benefit from good hygiene routines and lots of opportunities to enjoy fresh air and being active. Inclusive practice is promoted well because the childminder finds out as much as she can about children so that she can plan ahead to meet their individual needs. If she has any concerns about any aspects of children's learning and development she discusses these with parents and encourages them to seek help from the appropriate outside agencies. She has a clear understanding of how to safeguard and protect children and has put into place effective strategies developed as a result of recent child protection training.

The childminder has begun to assess some of her strengths and weaknesses, although the evaluation system is still in its infancy. The childminder shows a developing understanding of the evaluation process, although does not always link this to the outcomes for children and this affects her ability to make continuous improvements. Clear records, policies and procedures are used positively to support children and to meet their individual needs. Most records are well maintained, although the system for recording who has parental responsibility for and legal contact with a child is not fully effective.

The quality and standards of the early years provision

Children make good progress in their learning and development because the childminder takes into account their individual interests when planning their day and is particularly creative in her approach to helping the youngest children to explore through all their senses. They respond enthusiastically and with curiosity to the interesting and stimulating learning activities offered, such as crumpled paper or home-made shakers and this helps even the youngest children to become active and inquisitive learners.

The childminder supports children's learning well. She plans ahead to provide a range of everyday objects for babies so they can explore with their hands and mouths and encourages early physical development skills. For example, she shows them their fingers and feet and provides lots of resources which encourage babies to reach out, touch and grasp. Effective use is made of outdoors and the local community, with regular walks in the fresh air and outings to the local children's centre providing babies with additional learning experiences and the opportunity to be sociable with other people. Secure attachments are developed as the childminder responds to and builds on babies' expressions, actions and gestures. There are lots of cuddles and gentle tones and this helps the youngest children to feel special and to know when they have done something to please adults. Music

often plays in the background and this is used to soothe or stimulate babies as they play or sleep. Information from observation and assessment is used well to plan children's next steps and their learning and development needs are identified through observation and information from parents.

Children receive care in a home that is safe and secure because the childminder carries out daily safety checks and ensures that all possible risks are minimised. Clear steps are taken to safeguard and promote their welfare and passwords are used as added protection. Children benefit from a healthy environment where good hygiene is maintained and young children's normal daily routines are handled sensitively. For example, the childminder talks to babies during nappy changing, making eye contact and gently rubbing their legs so that close and positive relationships are developed. Young children's food is prepared and warmed according to parental wishes and the childminder monitors and ensures that children drink sufficient throughout the day.

Partnerships with parents and others are valued by the childminder. She discusses children's progress and development with parents when they collect their children and backs this up with written comments through a daily diary system. She keeps them well informed and involved through daily chats and written policy statements and this ensures that they feel confident in leaving their children in her care.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	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