

Inspection report for early years provision

Unique reference number	261034
Inspection date	16/04/2009
Inspector	Christine Holmes

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.

Description of the childminding

The childminder was registered in 2001. She lives with her two children in the Chelmsley Wood area of Solihull. The location is close to school, parks, shops and pre-schools and there is easy access to the motorway network. The whole of the ground floor is used for childminding. There is level access to the property. There is an enclosed back garden for outside play and access to nearby parks.

The childminder is registered to care for a maximum of six children at any one time. She is registered by Ofsted on the Early Years Register and there are currently three children attending who are within the Early Years Foundation Stage (EYFS). The childminder also looks after children aged over five years and is registered by Ofsted on the compulsory part of the Childcare Register. She is member of the National Childminding Association and regularly networks with other childminders in the area.

Overall effectiveness of the early years provision

The overall quality of the provision is good. The childminder creates a welcoming, nurturing environment where children become settled and make good progress in their development and learning. Strong and very flexible partnerships with parents mean that each child's uniqueness is identified and successfully met. In general documentation is well-maintained to ensure the safe and efficient management of the setting. Children benefit as the childminder is committed to the ongoing development of her childminding service.

What steps need to be taken to improve provision further?

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

- ensure the complaint procedure includes all necessary information for parents
- develop further systems to use observations of what children can do to match these to the expectations of the early learning goals in order to identify children's learning priorities.

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

- obtain information relating to who has legal access and parental responsibility for each child (Safeguarding and welfare).

30/04/2009

The leadership and management of the early years provision

The childminder organises her home to give a warm inclusive welcome to parents and children. The environment is homely and very child-orientated providing children with a stimulating range of play opportunities in and outdoors. Children benefit from the strong and flexible partnerships the childminder develops with parents. Her working hours are very flexible and often include evening and weekend work. She spends time to support parents offering encouragement, advice and guidance. Parents receive a detailed overview of the care their child has received, the activities they have taken part in and the progress they have made. The childminder has devised a professional portfolio of written policies and procedures that reflect her practice for parent's information and detailed records are maintained in relation to children's individual needs and parent's wishes. This approach effectively supports children's continuity of care. However, the required information relating to who has legal access and parental responsibility for each child has not been sought and the current complaint policy does not include all the necessary information to ensure parents are fully informed of the procedures.

Children are safeguarded well as the childminder has a strong knowledge and understanding of child protection and a clear understanding of her own responsibility in the event she has a concern for a child's welfare. There are effective risk assessments in place that ensure the environment is a safe place for children to play. Comprehensive arrangements are in place to ensure suitable action is taken in the event of injury or illness.

The childminder shows an ongoing commitment to developing her knowledge and skills. She is currently undertaking a National Vocational Qualification in child care and attends a varied and extensive range of training event. She is effectively using newly acquired knowledge and skills to evaluate her own practice and identify areas that will further improve outcomes for children.

The quality and standards of the early years provision

The childminder develops warm and caring relationships with all the children in her care. She interacts positively with them, listening and talking to them and providing lots of encouragement and praise. She gets to know children's likes, interests and home experiences very well and uses this information to recognise and value their uniqueness. She makes observations of their achievements in order to identify the next steps in most areas of learning, but current system are not yet systematic enough to identify children's learning priorities across the six areas of learning.

Children make good progress in their learning and development in the childminders care because she plans and provides a stimulating range of appropriate and purposeful activities and experiences for them to take part in. For example, children go the local farm and garden centre and develop their interest and understanding of animals and creatures and growing things. They go to local parks and indoor soft play areas where they develop their physical skills and develop

their understanding of how to use equipment safely. They take part in cooking activities where they are introduced to how materials change and the concepts of weighing and measuring. They use a varied range of materials and tools to explore, experiment and make things with, such as festival cards and hand prints. Good quality resources are used to introduce children to people in the community who help us including a 'child's eye view of fire fighters'.

Children have the space and resources to initiate their own play and learning and to use their imagination which helps them to make connections and make sense of real life experiences. For example, children move freely to the covered outdoor area to pretend to drive the play car to the garage to get petrol and as they do so they stop to take note of the nature in the garden and the changes in the weather. They go indoors to collect books and sit on the childminder's lap for her to read to them and sing. Their growing independence is encouraged by the childminder who encourages them to do as much as they can for themselves and to learn new skills. Routines and purposeful discussions during play effectively foster children's understanding of healthy lifestyle and the importance of personal hygiene.

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.	2

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?	2
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

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