

Inspection report for early years provision

Unique reference number 254947
Inspection date 28/01/2009
Inspector Elenora Griffin

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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 registered in 1993. She lives with her adult daughter in Quinton, Birmingham. The playroom, quiet room, toilet and shower room on the ground floor are used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children under eight years of age at any one time and may also care for older children. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder currently cares for five children in the early years age group and six older children before and after school. The childminder attends local toddler groups and takes and collects children from local schools.

The childminder holds a level 3 childcare qualification and is a Children Come First Network childminder. She occasionally works with an assistant.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. Children have great fun and really enjoy the time they spend with the childminder. Excellent partnership working with parents and carers ensures that all aspects of children's welfare are effectively promoted. The childminder develops a very good understanding of each child's individual needs, starting points and abilities, and uses this to plan effectively for their next steps in learning and development. The childminder is highly committed to maintaining high standards and proactively seeks advice, guidance and training in order to maintain continuous improvement.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- broadening the range of easily accessible activities and resources that promote inquisitive, independent learning through child-led and initiated play.

The leadership and management of the early years provision

Participation in the childminding network, support and advice from local advisors and knowledge gained through training courses, have enabled the childminder to successfully identify and develop areas for improvement. The childminder is responsive to the needs and interests of children and actively seeks feedback from parents. Consequently, the childminder is able to reflect upon and develop her practice in response to the needs of the children and their families. In addition, the childminder is starting to formalise systems for self-evaluation in order to clearly

identify future targets for continuous improvement.

Active partnership working with parents and carers ensures that children receive excellent support in their learning and development, and have their individual care needs consistently well met. Parents receive very good quality written and verbal information about the provision made for their children, and in return the childminder gathers lots of detailed information from parents about their child. As a result, the childminder develops a very good understanding of children's needs, interests and starting points. Excellent systems for the ongoing exchange of information ensures that parents and the childminder continue to work effectively together to provide for children's changing needs and interests. Daily diaries include regular progress reports which, enable the childminder to work with parents to establish and celebrate children's achievements and to plan for their next steps. Parents truly value the great insight into their child's time with the childminder that they receive through the daily diaries and collections of their child's photographs that they regularly receive. Parents praise the excellent communication systems that are in place and the effective support that the childminder provides for their children. When required, the childminder works well with parents and outside agencies such as schools and therapists, to ensure that every child is well supported to achieve their full potential. Children's progress records, along with samples of work they have completed, photographs and project books are lovingly brought together by the childminder, and these provide beautiful keepsakes of children's time with her.

Children are safeguarded from harm and neglect and effective steps are taken to fully promote their welfare and safety. The childminder has a very good knowledge and understanding of child protection issues and implements clear safeguarding children procedures that are actively shared with parents.

The quality and standards of the early years provision

Children are very well settled in the childminder's home where they develop a strong sense of belonging. Young children have their pictures displayed with their hand and foot prints and details of their unique features which, they proudly show to visitors. Children make very good progress in their learning and development given their ages, abilities and starting points. They receive excellent support from the childminder who works closely with parents and carers in order to get to know children and their families well. Ongoing observations and assessments enable the childminder to plan effective supports for children's next steps in learning and development. The childminder encourages children to make choices about what they want to do, taking out additional resources and providing activities in response to their requests and interests. The childminder is highly responsive to children's interests, allowing flexibility in her planning so that when children want to talk about scarecrows instead of animals they are well supported with time and additional resources. The childminder uses these spontaneous learning opportunities well to support and extend children's learning. Indeed, the activities and resources that the childminder provides for children are very carefully planned to ensure that there are always opportunities available to build upon children's experiences. For example, after children make shakers they have the opportunity

to explore the sounds they make to music and movement.

Although, the range of easily accessible activities and resources that promote inquisitive, independent learning through child-led and initiated play is sometimes limited, over time children access a wide range of rich and stimulating activities and experiences. Children are developing a very good understanding of diversity and the world around them. Planned activities develop children's knowledge and understanding of various cultural and religious festivals. For example, they learn about St George's day, Passover and Chinese New Year. Children enjoy regular trips and outings into their local community where they meet new people and learn about the world around them. Children are well behaved and are learning about the needs of others. All children learn Makaton signs to support their communication and their growing understanding of the different ways people communicate. Relationships are excellent at all levels. The childminder has a lovely rapport with the children, spending her time interacting meaningfully with them. Children play co-operatively and harmoniously together, calmly and sensitively supported by the childminder to share and take turns. Confident children are developing a very good understanding of how to stay safe and be healthy. Children are reminded of the rules that keep them safe such as not climbing on the chairs, and they all regularly participate in fire drills. Children learn about personal hygiene through the daily routine which, includes brushing their teeth in the morning and ongoing encouragement to blow their own noses and cover their mouths when coughing. Children enjoy regular healthy, balanced home cooked meals and daily opportunities to be active outside in the fresh air. They have fun growing plants and flowers, and have a positive attitude to trying new foods, even if they do not really like the taste of the cress they have grown.

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?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
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?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	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

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.