

Inspection report for early years provision

Unique reference number	251844
Inspection date	12/01/2009
Inspector	Jasvinder Kaur
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 was registered in 2001. She lives with her husband and two teenage children in Wolverhampton, West Midlands. The whole of the ground floor of the childminder's house is used for childminding. Although the premises are easily accessible via a single step, they may not be suitable for children with mobility issues as the toilet is located on the first floor. The children do not have access to the three bedrooms. There is a fully enclosed garden available for outside play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to provide care for six children under eight years. Currently there are five children on roll, four of whom are within the early years age range. They all attend on a part-time basis.

The childminder is involved with a small childminding support group in her local area. She is also a member of the Wolverhampton childminding network. She takes and collects children from local schools and pre-schools.

Overall effectiveness of the early years provision

The childminder's provision is highly effective for children in the Early Years Foundation Stage (EYFS). Children benefit from exceptionally strong relationships between the childminder, parents and carers. She has also developed high quality links with other providers, schools and pre-school groups to ensure all children's specific needs are met successfully. Planning of activities and well-organised daily routines produces rapid progress in learning for all children. They play and learn in a fully inclusive environment which truly inspires them to respect and value each other. The childminder continually strives for further improvement through self-evaluation and reflecting on her practice to ensure individual children achieve to their full potential.

What steps need to be taken to improve provision further?

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

- extend opportunities for children to further develop their skills to write simple words and their name.

The leadership and management of the early years provision

Effective maintenance of records, policies and procedures required for safe and proficient management of the provision makes sure that all children's needs are met. The childminder is highly committed to developing and improving her childcare expertise by attending training and workshop sessions. For example, she

has attained Level 4 qualification in early years and has attended workshops on the EYFS and training courses on paediatric first aid, food hygiene and inclusion. The childminder works well with parents and carers of the children, valuing their contribution as partners in their children's learning and care. All parents receive comprehensive written information about the setting, a full set of policies and information on the care and education their children receive.

The childminder has a clear understanding of her duty to protect the children in her care. She also supplies a statement of policies and procedures to parents, which ensures they understand the duty of adults to safeguard children. Excellent arrangements for vetting procedures further promote children's safety. A thorough risk assessment of the premises and proposed outings includes any action that is necessary to reduce any risk or possibility of accidental injury to children. Praiseworthy opportunities are arranged for children to become skilled at how to keep themselves safe including a visit from a police officer and visiting a local fire station. Safety devices are provided effectively and the house rules are also used to promote children's safety.

The childminder has strong capacity for monitoring and evaluating the provision ensuring that improvements are made where necessary. For example, She has developed her professional skills through relevant training and courses, provided a wide range of new resources and established links with schools and the local community to meet children's needs in care and education. The childminder embraces the concept of inclusion and promotes this through children's every day experiences. Children value diversity as they have access to a wide range of play materials, play opportunities and activities that reflect disability, diversity and acknowledge cultural differences.

The quality and standards of the early years provision

Children thrive as they are cared for by an exceptionally organised, committed childminder who is dedicated to providing care of the highest quality in a safe and secure environment. A wealth of children's artwork, posters, photographs and pictures is displayed on the walls making the playroom bright, stimulating and extra welcoming to all. Children have marvellous opportunities to explore, investigate, express curiosity and communicate with others. The systems for observation, planning and assessment clearly show next steps in learning. As a result, children are making notable progress, and this helps them to develop the necessary skills for their future personal growth and development. Aspects of children's care, routines and progress towards the early learning goals are shared with parents verbally and with detailed written information. This contributes to parents becoming involved in their children's progress.

The childminder joins in with children's play and enjoys being involved. As a result children are enthusiastic and eager to express their skills in group games, reading and singing. For example, they counted out the squares to move according to the dice thrown and used expressive gestures while reading a story. Access to a wide selection of books and weekly trips to the local library enhance children's communication skills, although fewer opportunities are provided to fully develop

their ability to write simple words and their names. Unique opportunities are provided for children to develop their social skills and knowledge of the environment. For example, while learning about the harsh lives of polar bears and pandas, she provided a landscape made from ice-cubes as a backdrop for animal figures. A visit to a butterfly farm illustrated the lifecycle of butterfly. Children flourish with regular trips to various places of interest with the childminder, other providers and their charges. A variety of first-class resources is provided for children to supplement their creative and technology skills including a touch-screen computer. They learn about numbers and different shapes, sizes and colours as they thread buttons and play with different coloured sands.

Children are supported to learn how to keep themselves fit. They enjoy an excellent range of both indoor and outdoor physical activities that contributes to a healthy lifestyle. Children enjoy their packed lunches, and nourishing options such as fresh fruits are offered at snack times. Through a variety of recourses and themed activities, children gain understanding of the value of good nutrition. Drinks are readily accessible for all children throughout the session. Children learn the importance of personal hygiene through relevant talks, posters, signs and daily routines, for example washing hands after using the toilet and before eating.

Children are securely settled as they play happily in a safe environment. They feel highly valued, as their artwork is displayed around the setting together with a personalised calendar featuring their photographs. Throughout the childminder's daily routines they use basic courtesies such as 'please' and 'thank you'. Children display high levels of confidence in the childminder's care as time, space and resources are used with great success. They move freely around the house and suggest anything they would like to do such as requesting a doctor's kit to enjoy role play with their peers.

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?	1
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?	1

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