

Inspection report for early years provision

Unique reference number	EY269997
Inspection date	09/02/2009
Inspector	Patricia Webb
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 has been registered since 2003. She lives with her husband and two adult children in the Penn area of Wolverhampton. There are local shops, a park, library and toddler groups within walking distance. The whole of the ground floor of the property is used for childminding including toilet facilities with additional use of the bathroom and a bedroom on the first floor. There is a fully enclosed garden available for outside play laid out to a patio and lawn area. The property is accessed via a step up to the front door from a flat level drive.

The childminder is registered to care for a maximum of six children under eight years of age at any one time, of whom no more than three may be in the Early Years age range. She is currently minding three children in this age group. This provision is registered by Ofsted on the early years register, compulsory and voluntary parts of the Childcare Register.

The childminder is a member of the National Childminding Association (NCMA) and holds an NVQ Level 3 qualification in early years childcare and education.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. The childminder has a very clear understanding of children's individual needs and interests as appropriate learning and development opportunities are offered to support all children in making strong progress. The childminder is extremely vigilant about children's health and safety within the home and on outings, following excellent procedures to ensure children's welfare is effectively promoted and safeguarded. The childminder is monitoring her own performance and attends regular training which helps to develop her own skills and knowledge, keeping up to date with relevant child care practices.

What steps need to be taken to improve provision further?

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

- develop links with other providers involved in the delivery of the Early Years Foundation Stage learning and development of the children
- develop the planning and assessment processes to involve parents and carers in promoting children's learning and development.

The leadership and management of the early years provision

The childminder has relevant policies and procedures in place to support the daily working practice. She has a sound knowledge of safeguarding children and the procedures to be followed should she have any concerns about a child in her care. This is clearly relayed to parents who each sign a copy of the policy indicating that

they are fully aware of the provider's duty of care to act in the child's best interests at all times. The childminder has a good understanding of the requirement to complete and review risk assessments to minimise hazards to children. They are actively included in this as they understand about the need to clear away toys and games to reduce tripping hazards and role play is used very effectively to promote their awareness of the emergency services such as fire and police.

The childminder's home is extremely well-organised and gives children the opportunities to develop their independence. The daily routine meets individual children's needs, based on acknowledging each child's uniqueness and supporting their learning and development in all areas. The childminder has embraced the Early Years Foundation Stage, planning a varied and stimulating programme of activities whilst remaining very flexible to capitalise upon spontaneous learning opportunities such as the recent snowfalls or children's moods and interests. Assessments are undertaken of each child's achievements, efforts and progress and these are now being shared with parents supported with photographs and comments on the various activities portrayed in their individual folders. The process of involving parents more actively in their child's learning and development is not yet fully explored and links have yet to be made with other providers involved in the delivery of the Early Years Foundation Stage (EYFS) for some children.

There is a strong commitment from the childminder to evaluating and improving practice thereby enhancing opportunities for children. She is aware of the key strengths in the provision and has prioritised areas for further development such as involving parents more actively and improving her knowledge in developing inclusive practice.

The quality and standards of the early years provision

Children are very settled and content in the extremely well-organised and welcoming home. Children each have their own coat peg and drawer to develop a strong sense of belonging. A special coat peg is provided for one much loved teddy who accompanies the child to the childminder's each day and his scarf and tiny bag are placed there lovingly by the child. Children's health and well-being are very effectively promoted as they each have their own towels and flannels ready in the drawers for their arrival and great delight is had as they explain their individual emblems to visitors. Children are provided with a varied range of healthy and nutritious snacks and meals prepared to take account of any specific dietary requirements or personal preferences. Where parents provide meals care is taken to provide safe storage to prevent spoilage and keep children healthy. Discussions take place during meal-times as children become aware of healthy eating, preparing them for making healthy choices in the long term.

Children are developing a clear sense of their own safety as they invite visitors to sign the relevant visitor's book and participate in fire drills, discuss road safety and tidy resources and equipment away. A dressing up activity is used most skilfully by the childminder to reinforce fire safety as one fire-fighter uses the toy axe and plastic fire extinguisher to get to save the princess. Such extension of an activity enables children of all abilities to participate and build on their own ideas. The

childminder is actively involved with the children as they play. She talks to them enthusiastically as they purchase items from the 'shop' and decide how much items cost. One child takes great pride in sharing her prowess in singing the alphabet song and recognising the first letter of her name in the poster. They have ample space to move around the home accessing the play area in the conservatory for quieter activity and engaging in more active role play in the rear playroom. They have ready access to a vast array of resource sand equipment stored attractively to encourage self selection and build upon their own play ideas. Children enjoy books and stories, settling most contentedly on the sofa with the childminder to join in with familiar repeated phrases and identify the characters in the book.

Children's behaviour is very good as the childminder offers copious well-earned praise and encouragement to each child based upon their stage of development and level of understanding. The childminder is very aware of how such simple acknowledgements of children's efforts can develop, promote self esteem and build confidence. She is mindful of ensuring that each child is praised and their efforts shared with parents and carers. Such incidents are also included in the attractive and well-worded assessment folders now being compiled to plot each child's progress and prepare for the next steps in their development.

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.	1

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?	1
How well are children helped to be healthy?	1
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

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.