

## Inspection report for early years provision

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<b>Unique reference number</b>	251909
<b>Inspection date</b>	14/01/2009
<b>Inspector</b>	Jasvinder Kaur
<b>Type of setting</b>	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 1999. She lives with her husband and 13-year-old daughter in a house in the Finchfield area of Wolverhampton. The whole of the ground floor and a bedroom on the first floor are used for childminding. Although the premises are easily accessible, they may not be suitable for children with mobility issues as the toilet is located on the first floor. There is a fully enclosed garden available for outside play. The family have two cats.

There are two children currently on roll who are within the Early Years Foundation Stage (EYFS), one of whom attends on a part-time basis. The childminder is registered to care for five children at any one time. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder is able to take and collect children from local schools and pre-schools.

## **Overall effectiveness of the early years provision**

The childminder's provision is effective for children in the Early Years Foundation Stage. A well-planned daily routine ensures all children enjoy their time with the childminder and make good progress in their learning. The childminder works with parents to ensure individual children's needs are met. All policies and procedures are inclusive and implemented successfully to promote children's welfare. The childminder continually endeavours to improve her knowledge and practice to provide a good quality provision to all children. However, a written record is not always kept of risk assessments carried out for proposed outings.

## **What steps need to be taken to improve provision further?**

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

- extend the arrangements for assessment at admission to include acquiring information on children's current abilities and learning experiences
- keep records of risk assessments carried out for proposed outings.

## **The leadership and management of the early years provision**

Children's care is promoted well as the childminder continues to update her professional skills by attending training and workshop sessions. For example, she has completed paediatric first aid, child protection and food hygiene courses and has attended workshops on the Early Years Foundation Stage. The childminder has implemented a thorough system to monitor and evaluate her practice to ensure that improvements are made where necessary. For example, written policies and procedures are provided to all parents, and she has incorporated children's profiles

and information is shared with parents on regular basis. All recommendations raised at the previous inspection have been met successfully. The complaints procedure and children's records are well maintained and readily available for inspection and for parents. Although information is obtained from parents on admission, details of children's current abilities and learning experiences are not systematically sought. Children's progress towards the early learning goals is shared with parents verbally on a daily basis and through documentation. This contributes to parents becoming involved in their children's progress.

The childminder has a clear understanding of her duty to protect the children in her care. She provides clear policies and procedures to parents, which ensures they understand the duty of adults to safeguard children. Good arrangements are in place to protect children, and the childminder has undertaken relevant vetting procedures, which further promotes children's safety. The childminder carries out safety checks around the home and for proposed outings to eliminate risks. However, she does not keep a record of her findings in respect of outings. This potentially compromises children's safety. Children learn to keep themselves safe through practical daily routines and the childminder's guidance. For example, they are taught how to cross the road safely and also reminded of house rules concerning safety during play. There is a good procedure to protect children from the spread of infection as arrangements are in place to exclude children who have any infectious illnesses.

Toys and resources are deployed well to provide free choice and encourage children's independence to support their self-confidence and learning. All children have their welfare needs met and achieve irrespective of their abilities or backgrounds. A good selection of resources and visual displays are available depicting positive images of diversity to help children to understand and respect the values and feelings of others.

## **The quality and standards of the early years provision**

Children are contented and confident in familiar surroundings, as the childminder is sensitive to their needs and interests. They are settled as they play happily in the secure environment with self-selected toys. Good maintenance and organisation of equipment and toys enables children to use the resources imaginatively and follow their natural curiosity as learners. Babies settle well as the childminder provides a calm environment where they feel secure and demonstrate a sense of trust. Lots of cuddles, one-to-one attention and eye contact help to promote their well-being.

Children explore their surroundings and are provided with challenge and support to encourage them to develop their physical skills. Babies are taken out in a pushchair every day. Older children walk to and from school and regularly play at their local park. The resources in the back garden provide sufficient challenge for a varied age group of children. Children enjoy their packed lunches, and nourishing options such as fresh fruits are offered at snack times. Drinks are readily accessible for all children throughout the session. Children learn the importance of personal hygiene through daily routines, for example, washing hands after using the toilet and before eating.

Children are provided with good play opportunities to help them make progress towards the early learning goals. The childminder has set up a system to observe and assess children's play to help her plan activities. Her findings are used effectively for the individual children's next steps in learning. Good opportunities are provided for writing and making marks. Children show interest in books and enjoy listening to stories and nursery rhymes. Their communication skills are further supported through regular visits to the library and encouragement from the childminder to learn and pronounce new words correctly.

A wide range of resources are supplied to develop children's creative skills, including making calendars and cards for their family members on their birthdays. Opportunities are given to supplement children's technology and numeracy skills. The childminder encourages babies to identify their own facial features. A variety of themed activities are planned to supplement children's social skills, learning and knowledge of the environment. This includes trips to the library, shops and parks and daily walks in the area. Babies respond with delight to the activities they take part in, including playing peep-bo, listening to different types of music and playing with toys that produce different sounds. This means children's development is promoted appropriately by providing stimulating activities. The children are confident and have a sense of belonging. The childminder uses a positive and consistent approach to managing behaviour which takes into account children's levels of understanding and maturity.

## 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

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

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	3
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

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](http://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.