

## Inspection report for early years provision

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<b>Unique reference number</b>	EY299317
<b>Inspection date</b>	30/03/2009
<b>Inspector</b>	Samantha Jayne Taylor

<b>Type of setting</b>	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 2005. She lives with partner and their two children aged nine and four years in Walsall, close to schools, shops, parks and a library. The whole of the ground floor of the childminder's house is used for childminding registered together with the first floor bathroom accessed by stairs. The childminder has a number of pets including two cats, chickens and two ferrets.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than two may be in the early years age range. She is currently minding one child in this age group. She also offers care to children aged from five to eight years. The provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder is a member of the National Childminding Association (NCMA). She has attended various short courses relating to early years and holds a certificate relevant to early years.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children's learning and development is well promoted and there are strong partnerships with parents which help children to make steady progress in the Early Years Foundation Stage. Children's individual needs are known and met whilst awareness of diversity is positively promoted through use of resources and activities. Most welfare requirements are met and the majority of documentation is updated. The childminder is reflective in her practice using the self-evaluation process to identify areas for improvements and plans for further development are in place.

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

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

- improve further the arrangements for observations and assessments so they can be used to assist in planning enjoyable and challenging learning and development experiences that are tailored to meet children's individual needs
- improve documents; with particular reference to updating the child protection policy and risk assessment.

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

- complete an appropriate paediatric first aid course by 30/04/2009 (safeguarding and promoting children's welfare; also applies to the compulsory and voluntary parts of the childcare register).

30/04/2009

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

The childminder is pro-active in her approach to childminding. She is keen to access courses to update her knowledge and professional skills and will seek out the help of others to assist her in doing this. The process of self-evaluation has been implemented and the childminder is able to reflect on her practice as an ongoing process. The childminder strives for improvements by reviewing aspects of her practice and she demonstrates the capacity to make improvements as requested at the last inspection. For instance, the childminder has obtained many toys and resources which are used positively to introduce and extend children's understanding of diversity.

Children's welfare is competently promoted but due to personal circumstances a lapse in the first aid certificate has occurred, the last certificate being held in November 2008. At the time of inspection the childminder had already commenced her training and was due to complete the course. She has a secure knowledge in first aid for young children and up-to-date practices. The childminder is very aware of communicable illnesses and promoting good practice to ensure children's welfare. Children are well looked after where all required information and agreements are obtained. The format, use and storage of documents ensure confidentiality is maintained. The childminder uses reference material effectively to support her practice such as guidance on first aid, infection control and notifiable diseases. The maintenance of records contributes to the efficient management of the setting. A few documents require a further update of information, such as the child protection policy although the local authority information and procedure is known by the childminder and available to parents.

Within the setting there is a very supportive partnership with parents and this encourages the care and development of children. Similarly, the relationship with other early years providers contribute effectively to children's learning and education. Documents are well presented for parental information to promote continuity of care. High priority is given to talking to parents about their child, and they are very satisfied with the childminder's provision as evidenced in their written and verbal feedback.

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

Children are effectively helped to learn and develop in the Early Years Foundation Stage due to the childminder's understanding of the importance of play. Children are settled and enjoy a positive established relationship with the childminder. Through positive interaction with children she creates interests for children by making use of spontaneous and planned occurrences. There is a wide range of planned, purposeful play and exploration that promotes all areas of learning. For example, younger children's skills are effectively promoted and problem-solving skills are developing as they learn to push and pull toys, press buttons, suitable for their developmental age and with appropriate adult interaction. Children are gaining a real sense of the wider community through opportunities within the setting and also outings to the farm, park and local facilities. In the school holidays

children enjoy outings such as visits to the airport. Discussion during and following these fun packed experiences extend children's understanding and learning. Furthermore, within the setting and in consultation with parents children are involved in the care of the childminder's pets. This not only introduces children to animals but also helps to develop their understanding and enjoyment of nature, such as feeding the chickens. Children's large motor skills are well promoted through use of large fixed outdoor play equipment where they can have great fun as they learn to crawl, climb, jump and slide.

A good balance of adult-led and child-led activities ensures children's interests are met. The childminder plans activities according to children's individual stage of development. For instance, exploratory play with malleable material is used to promote the sensory development of younger children. Brief observational assessments are carried out frequently, which are shared with parents and the next step in learning is known by the childminder. These observations help to identify additional activities that benefit children's development. She clearly understands the importance of discussing children's individual needs with parents in order to promote children's additional needs effectively.

Children are helped to stay safe because they are consistently supervised and she spends time talking to children with regards to their own personal safety. Risk assessments are in place but they are not rigorous. Children learn about road safety and how to use large equipment safely, such as holding onto swings correctly, and know to hold the childminder's hand when close to the road. Children's awareness of the importance of a healthy lifestyle is fostered during hygiene routines, for example, washing their hands following play in the garden. They enjoy daily exercise including walks from the setting to local facilities.

## 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.	3

### 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?	3
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?	3
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