

Inspection report for early years provision

Unique reference number	504870
Inspection date	25/02/2009
Inspector	Permjit Tanda
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 1993 and employs a full-time assistant. She lives with her partner and four children aged 15, 12, seven and four years in Great Wyrley, Walsall. There are local shops, schools and a park. The whole of the property is used for childminding purposes of which the ground floor is easily accessible. There is a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than three may be in the early years age range. When working with an assistant may care for no more than six children under eight years, of whom no more than six may be in the early years age group. She is currently minding six children in this age group. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from the local school and attends several toddler groups on a regular basis. She works as a sponsored childminder providing respite care for families who need support. She is a qualified nursery nurse, a member of the National Childminding Association and has gained a Level 3 quality assurance scheme accreditation.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Well developed knowledge of each child's individual needs ensures that the childminder promotes all aspects of children's learning and development. She has outstanding knowledge of how to promote the children's welfare. Children are safe and secure at all times and enjoy learning about their local area and the world around them. The partnership with parents, the local school and other agencies is a key strength and contributes significantly to ensuring that the needs of all children are met and they receive any additional support they need. Regular self-evaluation by the childminder and her assistant ensures that any priorities for future development are identified and acted on to help improve outcomes for children.

What steps need to be taken to improve provision further?

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

- provide increased opportunities for children to concentrate on activities and experiences to develop their own interests throughout the session, paying particular attention to activities, which extend children's creativity, exploration and investigation skills and early writing skills.

The leadership and management of the early years provision

There are effective vetting procedures in place to ensure all adults looking after children or having unsupervised access to them are suitably qualified. Records, policies and procedures required for the safe and efficient management of the service and to meet the needs of all children are in place and regularly reviewed. The utmost priority is given to keeping children safe. Robust written risk assessments of the environment indoors, outdoors and when the children are out on outings means prompt action is taken to manage or eliminate risks. The childminder's clear understanding of the safeguarding policy and procedure and her commitment to working with other agencies to protect children means children are safeguarded well.

The childminder has good knowledge of the Early Years Foundation Stage learning and development requirements. She plans a varied range of meaningful experiences to challenge the children's learning and development based on observations of what the children can do and like. There is an extended range of toys and resources available for the children to offer an enjoyable and challenging learning experience.

The childminder has a good knowledge of each child's background and needs. She makes the most of diversity to help children understand the society they live in and works well to challenge negative stereotypes through her work with the children. A child's need for additional support is identified as early as possible and through effectively sharing information and records with parents and appropriate agencies children's needs are supported well.

The childminder strives for improvement and to provide high quality care and education. The childminder, her assistant and parents are meaningfully involved in the self-evaluation process to help them target the strengths and areas for improvement of the provision. The provision has improved outcomes for children since the last inspection through implementing the recommendations made. The childminder has an up-to-date understanding of safeguarding issues which means children are better safeguarded. Effective systems in place ensure adults working with children have the appropriate skills and training. Planning now clearly incorporates children's individual learning and development needs and therefore they make good progress.

Partnerships with parents are very well-established and ensure each child's needs are met. Parents receive detailed information about the early years provision and its policies. They are kept up-to-date through written information about daily activities, themes and topics this helps parents to become involved in supporting their children's learning and development. Highly efficient systems such as regular newsletters, a well used notice board, a suggestion box and regular feedback questionnaires keeps parents actively involved in decisions about the setting. Parents are kept fully informed about their children's progress through the childminder sharing her observations, children's developmental learning journeys and photographic evidence of their achievements. The childminder has recently

enhanced the information she collates, when children first start the setting, to include the children's developmental starting points and also conducts monthly meetings with each parent. This ensures there is an effective two-way flow of information.

The quality and standards of the early years provision

The childminder and her assistant spend most of their time interacting with the children and support the children's learning well through providing a suitably challenging learning experience. They effectively plan around the six areas of learning which contributes to children making good progress towards the early learning goals.

Developing the children's personal, social and emotional development is a strong feature of the setting. Children are confident and at ease in their environment they rapidly increase their self-help skills because the childminder makes time for children to develop these skills through everyday routine and planned experiences. Children thoroughly enjoy washing fruits and vegetables in preparation for their own lunch or snack and independently access water from the dispenser. Children enjoy positive relationships with each other and the childminder and develop an understanding and awareness of themselves and the needs of others. Children enjoy discussions with the childminder through being physically close and sharing their ideas and thoughts.

Children develop a fondness for books. They are made easily accessible and visits to the local library further encourages their interest. Children show an interest in illustrations, symbols and print in books and their environment. They enjoy a good range of musical instruments including some interesting African instruments which help children explore sound and rhythm. Children have regular planned opportunities in relation to the topic to use a variety of arts and crafts and experience a range of painting techniques and enjoy colouring and drawing. Opportunities for children to freely use activities such as paint, sand, water and writing materials, at their own leisure, are not always successfully incorporated in to the daily plan and therefore children's creativity; exploration, investigation skills and early writing skills are not always fully extended.

Opportunities for children to explore numbers, counting and problem solving are incorporated well through daily routine and practical experiences, children compare the size, shape and weight of fruits and vegetables and have been exploring the concept of floating and sinking. Children are developing a keen interest in the natural world, creatures and people. They describe what they see and why things happen and how things work and have opportunities to investigate objects and materials by using their senses. They are beginning to show an interest in similarities and differences. Children have been observing changes in the weather, they have been fruit picking and regularly visit the aquarium at the local garden centre.

Children behave in ways that are safe for themselves and others and are developing an understanding of danger and how to stay safe. Children have an

extensive understanding of making healthy choices when they eat and drink. Children are keen to try exotic foods from around the world because of the excellent opportunities they have to become actively involved in learning about where food comes from and how to prepare it. Children benefit from physical activity indoors and outdoors. Children make good progress in relation to their capabilities and interests. There are high expectations of behaviour and children develop good habits due to the praise and encouragement they receive. They are consulted about their choices and decisions through regular discussion at circle time. They successfully develop skills that contribute to their future economic well-being through making good progress in their communication, numeracy and problem solving skills and through demonstrating an understanding of the wider world through their play and communications.

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.	2

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?	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?	2
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?	2
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
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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 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.