

Inspection report for early years provision

Unique reference number	EY222569
Inspection date	27/01/2009
Inspector	Lynne Milligan
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 2002. She lives with her husband and two children aged 15 years and 12 years in Codsall, Wolverhampton. The whole of the ground floor is used for childminding and is accessible to all. There is a fully enclosed garden available for outside play and can be easily accessed from the kitchen or dining room at the back of the premises. The childminder lives close to local schools, shops and a library and attends a local carer and toddler group on a regular basis.

The childminder is registered to care for three children at any one time in the early years age group. She is also registered by Ofsted on the compulsory and voluntary parts of the child care register to care for children over five years to 11 years. She is currently caring for four children in the early years age group. All children attend part-time.

Overall effectiveness of the early years provision

Children's welfare, learning and development are well supported in the childminder's home. They are progressing through the early learning goals, with a wide range of well-planned activities to ensure they are suitably stimulated. Partnerships with parents and other settings the children attend are developing successfully as the childminder is proactive in forging good links with others. Most documentation is in place. Evaluation of her setting has offered the childminder some insight into her strengths and weaknesses, with clear and simple plans for the future.

What steps need to be taken to improve provision further?

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

- develop further self-evaluation and quality improvement processes.

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

- gain information about who has legal contact with the child; and who has parental responsibility for the child (information and complaints).

06/02/2009

The leadership and management of the early years provision

Children are clearly safeguarded whilst in the care of the childminder. Procedures are robust, with secure systems in place to record any concerns should they occur. Relevant documentation to support her practice is at hand and the childminder is confident in identifying signs and symptoms that may alert her. Links with other

settings the children attend ensure any existing injuries are recorded so that all information is confidentially shared and acted upon. Procedures to record medication and accidents are accurate, with regular reviews of practice such as, updating consents. Fire drills are practised every month as the childminder leaves through various exits that allow children to leave the premises quickly and safely. Furthermore, fire drills are displayed for parents and visitors to ensure their safety. Parents are kept generally well-informed as details of the regulator are displayed along with daily discussions from the childminder. Complaints procedures also ensure that any concerns are dealt with swiftly. Details held are securely stored and the childminder has a good understanding of what information she can and cannot release under current legislation. Children's details contain all the required information but the childminder is unaware of those parents who may have parental responsibility or those who may have legal contact. Furthermore, she is unclear of the impact this may have on the children she cares for.

Systems to monitor her practice are developing. Some evaluation of her setting, along with comments from parents has offered the childminder the opportunity to adapt her practice to suit the childcare needs of the parents, whilst ensuring children remain happy and settled. Plans for the future are simple yet clear and identify opportunities for further training. Parents have offered comments on her practice, demonstrating their pleasure with how well the children are cared for, in addition to the wealth of information they receive. The childminder has created good links with other settings the children attend and knows staff and teachers well. She ensures important information is shared along with possible themes that she can re-enforce at her setting, so providing continuity of care. Inclusion is sufficiently promoted through her everyday practice and the childminder has a sound understanding of the way in which she can adapt her practice in order to meet the individual needs of both children and parents. Procedures to identify a child with a specific need are sound, with information and guidance from the childminder to ensure parents and children are adequately supported.

The quality and standards of the early years provision

Children receive a healthy and varied diet that is supplied by the parents and monitored by the childminder. All lunch boxes are either stored in the fridge or contain cool packs which help them stay fresh and safe. Children have access to fresh drinking water, with diluted squash if they prefer. Good routines are followed as children independently wash their hands or brush their teeth after eating. Snack and mealtimes are used as sociable occasions when children chat and catch up with their friends after school or nursery. Opportunities to learn about healthy food are provided as children place pictures of their favourite foods in different piles ready to make pictures, understanding that some are good and that some are not so good. Children visit the supermarket and develop their understanding of the wide range of fruit and vegetables on offer, taking some home to taste. Whilst out and about they learn about personal safety as they cross roads, watching out for parked cars and other pedestrians. The childminder re-enforces this as they each wear reflective jackets understanding why this is and how important it is to stay safe. House rules are closely followed as children respect her home, picking up their toys and taking off their shoes. The childminder is proactive in her approach

to managing behaviour ensuring that any incidents are dealt with quickly yet sensitively.

Children are developing well across the early learning goals. The childminder plans for each individual child, taking into account their ability and likes and dislikes. Children's starting points are gathered through settling in visits and initial observations. These are then used to inform planning which is based around a monthly theme that includes road safety, music, colours or family and friends. Observations of what the children have achieved are carried out and are evaluative and informative. Next steps are then recorded in accordance with their development and then used to predict future planning. Children's development files are shared with parents. Comments about what their children are learning at home are used to help children progress further across the early learning goals. Children become involved in a wide range of activities that stimulate and challenge them. Language skills are optimised as many conversations take place in order to determine children's understanding of such concepts as feelings as they read books or what the sign language for various animals are as they turn over picture cards. The childminder has a good understanding of how one activity can incorporate most if not all areas of learning. Whilst playing card games, children learn about colours and letters, comparing and matching signs, they develop their memory as they try to remember where certain cards are, excitedly turning them over and screaming with delight when they win. The childminder offers opportunities for children to problem solve as she questions their thinking, teasing out their ideas and opinions as they use language to convey their thoughts. Everyday routines are also used as ways of helping children learn other solutions such as counting how many teeth they have as they brush them after lunch or stretching their muscles, warming up before they go outside to play, standing on one leg and seeing how long they can balance for. They listen to the sounds of various animals such as cows in the fields at the farm, with the childminder helping them to understand what cows produce and what the farmer uses in order to extract the milk. Finally seeing the finished product at the supermarket as they shop. This consistent method of reinforcement through learning ensures children develop across all areas of the early learning goals. There is good support from the childminder that is tailored to meet the individual needs of all the children who attend.

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?	3
The capacity of the provision to maintain continuous improvement.	3

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?	3
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?	2
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

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.