

Inspection report for early years provision

Unique reference number	254938
Inspection date	02/03/2009
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 1994. She lives with her partner in Wednesbury within walking distance of local shops, schools and parks. The whole of the ground floor is used for childminding purposes. There is a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. There are currently five children on roll in this age group, who all attend on a part-time basis. 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 nursery and attends the local playgroup with the children. The childminder has a NVQ Level 3 qualification in early years. Is a member of an approved childminding network and a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children make good progress in their learning and development and enjoy their time at the setting. Children's welfare, safety and health is consistently promoted. Appropriate links with parents/carers and other agencies means children needs are actively met. The childminder's practice is effectively inclusive through ensuring that the needs of all children are met and they receive any additional support they need. She promotes positive attitude towards diversity and difference within all the children. Regular self-evaluation ensures that priorities for future development are identified and acted on to help improve outcomes the 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 interest throughout the session, paying particular attention to activities which extend children's creativity, exploration and investigation skills and mathematical concepts
- improve the two-way flow of information with parents through obtaining information about the children's developmental starting points when they first start and through developing the systems in place to keep parents informed of and involved in their children's progress and learning.

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

- obtain information about who has legal contact with 20/03/2009

individual children; and who has parental responsibility for them.

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. Most of the records, policies and procedures required for the safe and efficient management of the service are in place. However, children's records have not been updated to include information about who has legal contact with the child and who holds parental responsibility for the child. Considerable priority is given to keeping children safe. Robust written risk assessments of the environment, indoors and 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 means children are safeguarded well.

The childminder has good knowledge of children's development and how to promote their learning according to their age and ability. Children are welcomed into an inviting, child-orientated environment where opportunities for play both indoors and outdoors are made available. She plans a varied range of experiences throughout the week based on observations of what the children can do and like. Regular observations of the children's interests and the evaluation of experiences offered means children make good progress in all areas of learning. The childminder values the diversity of children attending and has a good knowledge of each child background and needs. The needs of boys and girls are considered when planning experiences and all toys and resources are made available to all children.

The childminder has successfully implemented the recommendation made at the last inspection, through ensuring there is an accurate record of children's attendance maintained daily. The childminder strives for improvement, through participating in a meaningful self-evaluation process and through targeting areas for future development with the support from the local authority network co-ordinator.

A comprehensive, clear and detailed portfolio is shared with parents, which includes information about the childminding service and the policies and procedures. Systems to keep parents updated about their children's progress are developing through sharing written observations, displaying the weekly planning and the children's work. On occasions parents are encouraged to be involved in their children's learning through contributing to the current theme by bringing in items from home. When children first visit the setting the childminder actively obtains information about their care needs, likes and dislikes to help meet their needs. However, systems for parents to share what they know about their child's development to help the childminder consider their starting points are not effective. The childminder ensures effective continuity and progression by sharing relevant information to help tailor her approach to meet the needs of children who

also attend other nurseries and playgroups.

The quality and standards of the early years provision

She effectively plans around the six areas of learning which contributes to children making good progress towards the early learning goals. She uses her observations of children's play to help plan for their next steps in learning.

Children are confident and at ease in their environment they increase their self-help skills through the childminder's support and organisation of the environment. Children have a close relationship with the childminder and enjoy being with a familiar adult. Their social skills are developing well through interacting with each other and regularly visiting other groups. Children enjoy books because the childminder selects books and stories to reinforce themes, topics and learning. Children especially enjoy the mark making area which is a new addition to the environment and popular with the children. Children increase their vocabulary and extend their communication skills through the childminder asking open and challenging questions. Regular stories and singing sessions daily further supports children's language development.

Children enjoy playing with puzzles, lotto games and making pairs with picture cards, which extends their problem solving skills. The childminder encourages children to explore shape, numbers and counting through the daily routine. However, opportunities for children to compare size, weight, capacity and explore concepts such as floating and sinking through meaningful experiences such as playing with the sand and water at their own leisure are not made regularly available. Children are developing a keen interest in the natural world, creatures and people. Children make regular visits to the local park to observe changes in their environment and have also been involved in growing tomatoes and sunflower seeds.

Children enjoy a varied 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. Opportunities for children to freely use the arts and crafts activities at their own leisure are not always successfully incorporated into the daily plan and therefore the children's creativity not always fully extended.

Children behave in ways that are safe for themselves and others and are developing an understanding of dangers and how to stay safe. Children are developing an understanding of a healthy lifestyle through cleaning their teeth after their meal and washing their hands. Children have regular opportunities to be active and increase their co-ordination, control and movement through activities both indoors and outdoors and use the local park to further challenge their climbing skills. Children make good progress in relation to their capabilities and interests. Children are well-behaved and develop good habits due to the praise and encouragement they receive. They successfully develop skills that contribute to

their future economic well-being through making good progress in their communication, language. Literacy and numeracy skills and demonstrate an understanding of the wider world.

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?	3
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 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.