

Inspection report for early years provision

Unique reference number	EY367959
Inspection date	28/04/2009
Inspector	Jasvinder Kaur
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 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 2007. She lives with her two children aged 11 and seven years in the Wednesfield area of Wolverhampton. The whole of the ground floor and first floor bathroom are used for childminding. There is a fully enclosed rear garden available for outside play. The childminder's home is accessed via a step up to the front door. The family has a guinea pig as pet.

There are currently four children attending, one of whom is within the Early Years Foundation Stage (EYFS). All children attend on a part-time basis. The childminder also offers care to children aged over eight years to 11 years. This provision is registered by Ofsted on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from the local schools and is able to attend local toddler groups. She is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. All policies and procedures are inclusive and implemented successfully to promote children's welfare. Close partnership with parents and well maintained records help the childminder to identify the needs of children and treat them individually. All children share warm and friendly relationships with the childminder and their peers. Planning of activities and well organised daily routines create challenging experiences and progress in the six areas of learning for all children. Regular self-evaluation by the childminder ensures that any priorities for future progress 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:

- continue to improve the use of assessment to plan the next steps in children's developmental progress.

The leadership and management of the early years provision

Inclusive practice is well promoted. Children are valued as unique individuals and support is offered according to their needs. Children who have identified learning difficulties and/or disabilities have their needs well met. They all are encouraged to understand and respect the values and differences of others, as they celebrate festivals all through the year including the Chinese New Year, Diwali and Easter. Sufficient resources are available depicting positive images of diversity. Children independently access well organised resources in a clean, bright and colourful environment. Premises are decorated with children's art work and sufficient

information displayed for parents consequently make the setting welcoming for all users. Children benefit from positive and professional relationships with parents. Regular questionnaires, daily notebooks and a detailed prospectus of the service maintain a two-way flow of information between parents and the childminder.

Children's care is supported well, as the childminder has implemented a thorough system to monitor and evaluate her practice to ensure that improvements are made where necessary. For example, since her registration all required written policies and procedures have been devised and shared with all parents and she has incorporated children's profiles. She continues to update her professional skills by acquiring appropriate qualifications in childcare and attending training and workshop sessions. She has a clear understanding of her duty to protect the children in her care. Comprehensive policies and procedures ensure that parents understand the duty of the childminder 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.

Detailed risk assessments confirm that the childminder carries out safety checks both around the home and for proposed outings to eliminate risks. Children learn to keep themselves safe through relevant activities and the childminder's guidance. Good procedures are in place to protect children from the spread of infection and the childminder takes the necessary steps to promote the good health of all children.

The quality and standards of the early years provision

Children are contented and confident in familiar surroundings, as the childminder is receptive to their needs and interests. New children are supported well to help them feel safe and face challenges which promote learning in a secure environment. Good maintenance and organisation of equipment and toys enables children to use the resources imaginatively and follow their natural curiosity as learners. The childminder has a good knowledge and understanding of all aspects of the EYFS. Flexible planning ensures a balance of child-initiated and adult-led activities. For example, when planning relevant activities and providing resources, she takes account of things in which the children have shown an interest. For instance, in the supermarket children asked questions about a poster for fresh orange juice. Her assessment records, however, are not always optimum to show next steps in learning.

Children confidently select their toys and involve the childminder in play. They respond with delight to the activities they take part in; including playing ballgames, arranging furniture in a play house, blowing, catching and bursting bubbles and making moulds out of play dough. The provision of a variety of musical instruments, listening to music and experiencing different textures including rice, pasta and sand play support children's talents. Children show good levels of interest in what is available because the resources offer excellent challenges. They use a variety of art and craft materials and produce artwork such as making trinket boxes, butterflies, calendars, pasta photo-frames and flowers out of tissue papers and decorating eggs. Children cook pizzas, bake cakes and gingerbread men for

tea parties to celebrate their peers' birthdays.

Opportunities are given for matching numbers, size-comparison games and counting to supplement children's numeracy skills. This includes counting toys and everyday objects in play. Children happily represent numbers using their fingers while talking to the childminder and visitors. They develop their knowledge of the natural environment. They find and observe garden mini-beasts through a microscope, grow vegetables and regularly visit their local parks and supermarkets.

Good opportunities are provided for children to develop their communication skills, including regular trips to a local library. The good questioning skills of the childminder encourage children to develop their vocabulary throughout the session. An excellent selection of books is readily accessible and children enjoy story sessions. The resources in the back garden provide sufficient challenge for a varied age group of children. They enjoy their packed lunches in a relaxed atmosphere. Nourishing options such as fresh fruits are offered at snack and lunch 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 behave well, demonstrating an understanding of the set boundaries and expectations within the home. All are happy and confident, as 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

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?	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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met