

## Inspection report for early years provision

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<b>Unique reference number</b>	255730
<b>Inspection date</b>	16/06/2009
<b>Inspector</b>	Janette Elizabeth Owen
<b>Type of setting</b>	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 1997. She lives with her husband and two children aged 12 and 15 years in Netherton, Dudley. The whole of the ground floor is used for childminding, together with two bedrooms and the bathroom on the first floor. 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. She is currently minding three 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 takes and collects children from the local school. She is a member of the local childminding network.

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is good. Arrangements to ensure the welfare of the children are outstanding and are evident through the consistently good practice used. The childminder's practice is inclusive which ensures that children's individual welfare needs are met well and they have good opportunities to be involved in their local community and to learn about our wider society. They develop behaviour appropriate to good learners and enjoy a balanced programme of free play and planned activities both indoors and outside that support their learning and development well. The partnerships with parents and other agencies and are good and satisfactory in regard to links with practitioners from other settings children attend. Children benefit from many ongoing improvements to the provision because the childminder's self-evaluation is highly effective; she has an accurate understanding of the strengths and weaknesses of her provision and continues to take effective steps to 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:

- develop systems to regularly share children's development and learning records and any other relevant information with practitioners from each setting a child attends.

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

The childminder demonstrates a strong commitment to improving the quality of her provision. The organisation and day-to-day management is very efficiently managed resulting in children being very well cared for with good opportunities to learn and develop. Since the last inspection, the childminder has made many

improvements which have a beneficial impact on the welfare of the children. The childminder is currently working towards a National Vocational Qualification and Level 3 in Children's Care Learning and Development. This has greatly increased her knowledge and understanding of childcare and along with her good knowledge of the Early Years Foundation Stage (EYFS) enables her to provide a well balanced curriculum based on the individual needs of the children.

Documents required to ensure the welfare and safety of the children are based on the excellent practice used by the childminder. The written policies and procedures are shared with parents so that they are kept well informed of how children are cared for. Partnerships with parents are well established ensuring a good two-way flow of information. Parents are provided with details of activities through newsletters and conversations. They are encouraged to play a role in their child's learning. For example, children are growing tomato plants provided by parents and children have involved their parents in a recycling project. Social events and outings enable children and families to get together and enjoy activities together. Parents are invited to share information on their child's development and progress. Information is obtained from parents on children's daily routines and stage of development when a child first attends. Children's 'Learning Journeys' are available for parents enabling them to discuss the progress their child is making and see lovely photographs of their child happily engaged in activities.

The childminder has a positive attitude towards inclusion and understands the need to work in partnership with parents and other agencies to ensure the needs of all children are met. She has a good understanding of other cultures and helps children to develop their understanding of the similarities and differences in society using her sound knowledge and lovely resources which include books, dolls and puppets. The childminder has not yet fully explored ways of sharing children's development and learning records with practitioners from each setting a child attends.

Arrangements to promote children safety are excellent, with exceptionally good use made of activities to enable children to develop an understanding of dangers and how to stay safe. For example, a wealth of activities are provided linked to fire and road safety. Many practical activities reinforce children's understanding and enable them to practise safe behaviour in a controlled situation such as learning how to cross the road safely using road safety role play resources. The childminder maintains a safe and secure environment for children both indoors and outside. Her systems for carrying out risk assessments are robust and extra attention is given to ensuring children are safe when on outings. The childminder has a good understanding of safeguarding procedures she has attended training to ensure she keeps up-to-date with Local Safeguarding Children Board guidelines. This enables her to protect children from harm or neglect.

The childminder has used self-evaluation as a tool to monitor the quality of the provision. Parents and children are involved in the process, their views and ideas respected. Comments made by parents demonstrate they value the quality of the service provided. The improvements made have had a direct link to the welfare of the children. For example, the childminder has improved meal times by providing freshly cooked meals for the children, following discussion with parents and

children. This has resulted in children eating a balanced lunch which they can sometimes help to prepare.

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

The childminder organises her home very well to support all children so that they can access enjoyable and fun activities within a homely, caring environment. Children's independence is very well supported by encouraging them to take responsibility for tasks and activities themselves and by enabling them to make choices and express their views about what they do each day. Children help with tasks such as preparing their own snacks and meals and pouring their own drinks when they are thirsty. They are learning positive codes of behaviour, how to play co-operatively and be helpful and polite. The childminder uses conflict resolution strategies when managing behaviour, encouraging children to learn to negotiate and solve conflicts through talking about things. She is on hand to monitor and help children learn right from wrong. Lots of praise and encouragement promoted children self-esteem.

Children are encouraged to be independent learners through a balance of adult-led and child-initiated activities. They thoroughly enjoy playing outside in the safe, secure garden setting up games for themselves such as golf or playing in the playhouse. The childminder makes effective use of planned activities to enable children to make good progress towards the early learning goals. She is skilled in making the links between the activities provided and children's learning. For example, setting up a treasure hunt, enabling children to develop their language and communication skills, use numbers and play imaginatively. The children talk excitedly about what they are doing, recognising shapes and colours as they dig for "treasure" buried in the sand tray, counting the number of "jewels" they find. They are able to use natural and man-made materials in their play, developing their natural curiosity and understanding of the world. Excellent opportunities are provided for children to learn about the world they live in such as activities about recycling, planting and growing vegetables and learning about road and fire safety. They learn through practical activities, through talking to the childminder, posing and answering questions which help them develop their knowledge and skills. They are developing skills that contribute to their future economic well-being.

Children respond well to the childminder who is caring and considerate of children's individual needs. Activities are planned around children's interests and adapted to meet their specific learning needs. All children are involved in the varied range of activities offered; the childminder set the activities at a level that children can achieve while providing sufficient challenge to enable children to make progress. For example, children learn to use tools and equipment such as scissors. They make heads with grass as hair, using scissors to cut the "hair" as it grows. This activity is achievable for the younger children who may not yet manage the cutting of paper successfully. The childminder has good systems in place to observe and assess each child's achievements and note the next steps in their development.

## 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.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
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?	1

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