

Inspection report for early years provision

Unique reference number	EY252648
Inspection date	11/06/2009
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 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 March 2003. She lives with her husband and two children aged 11 and nine years in Wolverhampton. The whole of the ground floor and a bedroom on the first floor are used for childminding purposes. There is a fully enclosed garden available for outside play. There are local shops, a park and schools within walking distance.

The childminder is registered to care for a maximum of six children under eight years, of whom no more than three may be in the early years age group, at any one time. Currently she is caring for five children in the early years age group and five children who attend before and after school. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder attends the local carer and toddler group on a regular basis. She holds a National Vocational Qualification Level 3 in Childcare and Education, is a member of the local authority 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. The childminder makes good provision for the children in the early years age range and this ensures they make good progress towards the early learning goals. Children's welfare and inclusive practice is promoted well and effective links with parents and other professionals ensures children's needs are met. Provision for children's health and emotional well-being is a key strength. Effective self-evaluation ensures that any priorities for future development are identified and acted on, resulting in a service that is responsive to the needs of all its users.

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 question why things happen through providing opportunities to explore concepts such as floating and sinking, weight and measures and to see numbers as labels in their environment
- develop further the use of observation and assessment to help further support children's learning and development.

The leadership and management of the early years provision

The childminder has energy, enthusiasm and creates a warm and supportive environment for the children. She organises her day around the needs of the

children and their individual routines, this means their individual care needs are met well. Partnership with parents is well-established. A well presented, detailed portfolio, which includes details of all the childminding policies and procedures and a notice board means parents are kept well informed about the service provided. Regular information is provided to parents about children's achievements and progress through wall displays, examples of children's work, photographs and through sharing their developmental profiles. She takes time to develop warm and caring relationships with the children in her care and their parents, therefore children are valued and their diversity is respected through offering support and making adjustments when and where required. The childminder adopts a professional approach and links are being established with local nurseries and schools to ensure continuity of care and to ensure the children's time at the childminder's house complements their day.

The childminder genuinely strives for improvement and to provide high quality care and education, she holds a National Vocational Qualification Level 3 in Childcare and Education and is committed to further extending her knowledge and skills through ongoing development. Regular feedback questionnaires to parents helps her monitor the quality of the service. Local networking with other childminders for support and to share best practice, allows opportunities to question and develop practice and test new ideas, to help improve outcomes for children.

The childminder maintains organised and effective recording systems and all the required records, policies and procedures required for the efficient and safe management of the service are in place and regularly reviewed. There are efficient systems in place to ensure adults having access to children are suitable to do so. There is a clear safeguarding policy and procedure in place to safeguard children and the childminder clearly understands her role and responsibility in relation to this. She gives good priority to keeping children safe through conducting risk assessments of the environment indoors, outdoors and any outings.

The quality and standards of the early years provision

Children are welcomed into an environment where there is a balance of adult-led, freely chosen and child-initiated activities, delivered well through indoor and outdoor play. A safe and stimulating environment means children have the time and space to be outdoors with freedom to explore and be physically active. This significantly contributes to their physical health. All children develop a close relationship with the childminder which is warm and caring and leads to their growth of their self-assurance, sense of belonging and emotional health and well-being. Children's personal, social and emotional development is successfully promoted. Children are encouraged to feel free to express their ideas and their feelings and provided with experiences which help them develop a positive sense of themselves and others. Children are confident within their environment easily deciding what they want to invest their interest in. They learn to be courteous to one another, learn social skills and enjoy being with and talking to adults and other children.

Children's communication, speaking and listening is supported well. The

childminder interacts spontaneously with children engaging them in conversation and promoting their language and communication skills. Babies are encouraged through being physically close, making eye contact using touch and voice to provide opportunities for early conversation. Children have regular opportunities to share and enjoy a wide range of books, rhymes, music and songs. An environment which is rich in print helps children learn that print carries meaning as they show an interest in various symbols and words which are displayed. Children enjoy making marks on paper using crayons, pens and paints and outdoors thoroughly enjoy using chalk on the wall to create a mural of their work.

Children's knowledge and understanding of the world is supported well to help them make sense of the world. Children enjoy walks and visits to the local park and are encouraged to observe changes in their natural environment, they have also been actively involved in planting strawberries and flowers. Children enjoy opportunities to be creative as they paint and take part in gluing activities and manipulate dough, for example, children have been busy creating a small-scale model of the beach. They use their imagination through an extensive range of role-play activities and through using a variety of small world toys such as the farm, train set, garage and cars.

Children develop an awareness of counting, sorting, colour and shape and begin to solve problems as they complete simple puzzles and use a variety of construction toys. Children count during daily routine and in their play and enjoy singing number rhymes. Children enjoy playing imaginatively with sand and water but opportunities for children to question why things happen such as exploring concepts of floating and sinking and exploring weight and measures and opportunities for them to use numbers as labels are not always well incorporated.

The childminder effectively plans around the six areas of learning and therefore children develop skills that contribute to their future economic well-being through making good progress in all areas of learning. She is knowledgeable about how to observe children, she has recently started carrying out observations of children's play and transfers this information into the children's development profiles and is in the early stages of using this information to plan further for their next steps in learning.

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