

## Inspection report for early years provision

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<b>Unique reference number</b>	EY388279
<b>Inspection date</b>	14/08/2009
<b>Inspector</b>	Diane Ashplant
<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 2008. She lives with her husband and adult son in Brierley Hill in the West Midlands. The whole ground floor of the childminder's house and an upstairs room are used for childminding and there is a fully enclosed garden for outdoor play. Access to the house is via a small step at the front door. The childminder is registered to care for a maximum of five children at any one time and is currently looking after four children, of which, three are in the early years age range. This provision is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register. The childminder is able to take and collect children to and from the local school and pre-school and makes use of local facilities, such as toddler groups, parks, shops and library. She has an appropriate early years qualification.

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

Overall the quality of the provision is good. The childminder has settled into childminding well and provides a very welcoming and stimulating environment for young children. Children's welfare and learning and development are strongly supported through her very secure knowledge of how young children learn. She has made good links with the parents and is forging others with local early years settings. She offers an inclusive service working closely with parents to ensure children's individual needs are very well met. The childminder shows a good commitment to her own professional development through attending a range of training and is beginning to evaluate the effectiveness of her provision to help support 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 further systems of reflective practice in order to identify aspects of the childminding service which are done well and those which may need to be improved in order to promote good outcomes for children.

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

Children are very well safeguarded as the childminder prioritises their safety both in the home and outside. She is constantly alert to dangers and reminds children about these and she carries out an effective risk assessment to highlight her awareness. She is fully aware of needing to protect children at all times and has appropriate policies to support this, such as safe collection and fire evacuation procedures. The childminder has a clear knowledge of her role and responsibility as regards to protecting children from possible abuse or neglect and knows how to pass on concerns appropriately. She has attended training in this area and has an effective policy to share with parents.

The childminder shows a good commitment to developing her professional knowledge through attending a wide range of relevant courses. All the required documentation for the safe and effective management of her setting are in place and these are well organised, reviewed and kept with regard to confidentiality. She is beginning to use systems to evaluate her service and identify ways to maintain continuous improvement although these are in their early stages.

The childminder has established a strong partnership with parents and provides a flexible service to meet their needs. She is friendly and approachable and very willing to offer her time to work with parents to support children's individual needs, such as dietary and language by, for example, finding out and displaying words in the children's home language. All information is taken at registration and parents have their own copy of the policies and procedures so they are fully aware of how her childminding is organised. The childminder values the importance of sharing children's progress with parents and provides lots of examples of photos and work completed along with a daily diary record. Parents are encouraged to look at their child's development folder so they can work towards shared goals. The childminder has made links with other early years settings, such as toddler groups and is aware of the importance of liaising together to support children's development.

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

Children benefit immensely from the care and encouragement they receive from the childminder and their overall development is very well supported. They settle easily as the childminder gets to know them well and provides resources and activities she knows they will enjoy. They have lots of outdoor play and local walks to encourage their physical development. Children and childminder engage enthusiastically in music and movement sessions inside. Children have healthy snacks and regular access to drink, particularly at times of physical energy to ensure they are kept hydrated. They are encouraged to carry out their own routines to promote their health, such as hand washing and know the dangers of too much sun as they are encouraged to use the shady area in the garden. They learn about safety through reminders from the childminder who gets them to think about the consequences of their actions when they play and engage with others. They discuss road safety and stranger danger and know the procedures to take in the event of fire.

Children are confident and sociable and are learning to value themselves as well as others. They are encouraged to behave well and share toys and to learn good manners. They are helped to make choices and develop independent skills and are listened to and naturally involved by the childminder throughout the daily routine which helps develop their self-esteem and interest. Children are learning about the local community as they take walks to the park, to the local shop and attend other pre-school groups. They are offered choices and able to access toys from the low storage which helps support independent play. The childminder is aware that some children have more specific needs or disabilities and uses her previous experience to liaise carefully with parents to ensure each child is fully supported and included.

Children thoroughly enjoy their time at the childminder's where they engage in a range of activities and experiences to support their overall development. Children have easy access to the outdoor area which is safe, secure and shaded and here they develop a wonder of nature as they look at butterflies and spider webs or watch the tomatoes as they grow and ripen. They use the sand and water and do magic painting on the floor or have fun spraying with water guns. The childminder offers children a balance of free play and more adult-led activities and planning is flexible around the children's choices. Lots of creative play activities are used to extend their imagination and senses, such as cooking, exploring the contents of the treasure basket or making their own designs with an exciting range of different materials. The childminder skilfully uses everyday opportunities to inspire and interest the children according to their own preferences and abilities. She is very aware of the benefits of observing and monitoring the children's progress and uses both planned and spontaneous observations to do so. She records these in their development folders using photos, examples of their work together with her own comments which she evaluates very effectively in relation to the early learning goals and their next steps. These are available for parents to look at and discuss and are also eagerly viewed by the children as they reflect on shared experiences and recall happy events. The childminder has an excellent understanding of how to support and promote children's learning while making it fun so that children thrive in this environment and make very good progress in their individual learning and 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.	2

### Leadership and management

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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	1
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	1
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