

## Inspection report for early years provision

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<b>Unique reference number</b>	EY282090
<b>Inspection date</b>	20/08/2009
<b>Inspector</b>	Patricia Webb
<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 2004 and lives with her nine year old child in Wolverhampton. The childminder works with an assistant at times. The house is within walking distance of shops and schools and a local park. The whole of the ground floor is used for childminding including use of a dedicated play area and toilet facilities. One bedroom and the bathroom on the first floor are also used for overnight care. There is fully enclosed rear garden for outside play. Access to the property is on ground floor level.

The childminder is registered to care for a maximum of six children under eight years of age at any one time, no more than three of whom may be in the early years age group. There are currently four children on roll in this age group. Older children are also cared for 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 holds a level 3 qualification in Early Years Childcare and Education and is a member of the National Childminding Association (NCMA).

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

Overall, the quality of the provision is good. The childminder is supportive in helping children make good progress in their development and learning and the safeguarding of children in her care is given a very high priority. All children are warmly welcomed into a child-focused environment where individual needs are identified and met by the caring and very capable childminder. There is a strong commitment to improving the practice although the evaluation process is still developing around the childminder's identification of strengths and areas for future improvement.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- ensure continuity of care and learning by developing processes for sharing information with other providers of the EYFS
- ensure that the first aid box is easily accessible in the event of an accident
- update the complaints procedure to reflect the EYFS requirements
- extend the systems for reviewing practice and identifying areas for future development and improvement reflecting on the impact on outcomes for children.

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

Children are fully safeguarded as a result of the extremely detailed and effective risk assessments that are carried out daily to minimise hazards to children. The procedures take account of all aspects of the provision including outings and high risk concerns are easily identified through the use of coloured stickers. The childminder has a very good understanding of child protection issues sharing her procedures with parents and carers to ensure she acts in the best interest of the child at all times. The childminder is organised and shares her detailed policies and procedures with parents to promote children's all-round welfare and well-being. The current complaints policy has not yet been updated to reflect the Early Years Foundation Stage (EYFS) requirements.

Parents contribute to the provision by completing regular questionnaires to enable the childminder to build upon her strengths and identify any areas for further development. They are able to view the children's records of development as they look through their learning journeys and the many photographs that are displayed around the setting. Parents have contributed to these records through discussion about individual preferences, likes and favourite activities, ensuring that routines are tailored to each child. The childminder is endeavouring to develop further the processes for liaising with other providers involved in the delivery of the EYFS to children in her care to develop a consistent approach. She actively seeks further training and relevant courses to extend her knowledge of the EYFS and other aspects of early years work, thereby enhancing outcomes for children. The current process for evaluating the impact of the service is being developed and the childminder is aware of the key strengths and some areas for improvement. The process is not yet wholly reflective in considering the strong influence her practice has on children developing skills for the future.

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

Flexible planning is used effectively by the childminder to respond to children's interests and ensure they are happy and engaged in their play and learning. Observations and assessments are carried out carefully with the childminder continuing to adapt the process in order to ensure that all areas of development are covered. Time is taken to analyse the records to identify where individual children may need additional support or challenge to maintain their interest and help them fulfil their potential. Next steps in children's progress are clearly identified and effective use is made of everyday opportunities to promote learning such as encouraging children to develop early mark making and writing skills. They 'write' their own shopping lists and marvel at how their brush strokes fade and disappear when brushing water on the walls and slabs outside.

The childminder interacts very positively with the children encouraging the development of their critical thinking skills. For example, they consider why the colours of their garden treasures have faded when the sun has affected the laminated collages they made and they work out which combs and brushes to use when being hairdressers to the mannequin models. Numbers and opportunities to

problem solve are integrated into their routines as they learn the numbers around the clock face and use inset puzzles and jigsaws with developing skill. Much joy was had earlier in the year when some of the children experienced snow for the first time, causing great excitement and delight.

Children's health and well-being are promoted well as the childminder notes any specific dietary and health needs appropriately. There are comprehensive policies and procedures in place to promote their health and they understand the need for following effective personal hygiene routines in order to reduce the risk of the spread of infection. Pictorial reminders are displayed to encourage independence in such routines as younger children use the steps provided to complete their hand-washing. Whilst the first aid box is appropriately stocked, it is currently difficult to access and could potentially hinder how swiftly a minor accident could be attended to. Effective use is made of local resources as children become aware of the diversity of their community and visit venues such as the library and nearby parks to enjoy a range of activities. They know the roles of people in the community such as the police community safety officers as they learn about their own safety and cross the road with care and attention.

Children are happy and settled in the childminder's well-prepared home. They move easily around the ample dedicated space afforded to them both indoors and outside. They are very well-behaved, displaying good manners and showing care and consideration for others. They respond very well to the childminder's boundaries and routines, eager to gain their stickers and the praise offered by the childminder for their pertinent achievements.

## 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?	3
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>	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?	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](http://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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