

Inspection report for early years provision

Unique reference number	EY313304
Inspection date	11/09/2009
Inspector	Janette Elizabeth Owen

Type of setting	Childminder
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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.

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Description of the childminding

The childminder was registered in 2006. She lives with her husband and two children aged 11 years and eight months in the Great Wyrley area of Walsall. The whole of the ground floor is used for childminding. There is a secure garden for outside play.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than two may be in the early years age range. She is currently minding two 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 is a member of the local childminding network and a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has good arrangements in place to ensure children's individual learning and development needs are understood. She has a good understanding about each child because of the effective partnership she has developed with parents. Partnerships with other practitioners and agencies are not yet fully developed. Sound policies and procedures ensure that children's welfare and safety is promoted well. The childminder has a good understanding of how children learn and develop and makes generally good use of the Early Years Foundation Stage Framework (EYFS) to support children's learning. There are good systems in place to monitor and evaluate the effectiveness of the provision and to identify areas the further development.

What steps need to be taken to improve provision further?

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

- match observations to the expectations of the early learning goals
- 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 effectiveness of leadership and management of the early years provision

Children are safeguarded because a childminder has a good understanding of her responsibility to ensure children are safe and protected from harm. She has a good understanding of safeguarding issues and is able to protect children from harm because she follows the Local Safeguarding Children Board procedures. The

childminder takes all reasonable steps to ensure that children are safe indoors and out and that furniture, equipment and toys are suitable and safe. Risk assessments are carried out on the premises and on outings, this enables the childminder to identify any potential hazards and to take appropriate action to ensure risks are minimised. The childminder has improved children's safety since the last inspection because evacuation drills which include the children are regularly practised and fire safety equipment has been fitted appropriately.

Written policies and procedures which are made available to parents are used effectively to safeguard children and ensure their health and well-being. All required information is obtained from parents to ensure children's individual needs are met. The childminder monitors the quality of the provision and attends training to ensure her childcare knowledge and understanding of issues such as safeguarding are sound. The childminder is currently working towards a National Vocational Qualification Level 3 in Children's Care, Learning and Development and has attended training to develop her knowledge of the Early Years Foundation Stage Framework.

The childminder has experience of working with children with special educational needs and/or disabilities. Consequently she is able to provide support for all children and ensure an inclusive service is offered all children and their families. The childminder has a good relationship with parents making sure there is a two-way flow of information sharing. Parents are well informed about the service the childminder provides through written policies and regular discussions. The childminder provides parents with information on their child's daily activities and routines through details in a daily diary. Information on their child's progress is shared by discussing the observations the childminder has carried out. The childminder values the views of parents and actively seeks their comments on the provision. This helps to ensure that the childminder focuses on the individual needs of children and parents. Parents are able to access information about the educational programme by talking to the childminder and viewing her planning which is displayed in the playroom. This enables parents to contribute to their children's learning. The childminder has yet to effectively develop partnership working with other practitioners involved with children she cares for. She is aware of the importance of sharing information on children's next steps in their learning in order to fully support their progress overall.

The childminder makes effective use of the Statutory Framework for the Early Years Foundation Stage and Practice Guidance documents. Consequently, she is well-organised and has a businesslike approach to her work. Children are provided with a safe, stimulating learning environment which is well resourced with good quality toys and equipment that are used well to support their care and learning. The childminder also uses local amenities and resources such as parks and play areas or the toy library to supplement and improve the range of learning experiences offered to children.

The childminder demonstrates a good commitment to improving her childminding practice through ongoing training and monitoring the work she does. For example, developing strategies to support children's language development by accessing Letters and Sounds training. The childminder has identified the need to keep

inclusion to the forefront of her monitoring and evaluation. Although she has not yet identified any specific improvements she can make in this area she continues to discuss the issue with parents. The childminder is a member of the local childminding network and makes effective use of the support network to ensure she keeps up to date with issues.

The quality and standards of the early years provision and outcomes for children

Children are safe and secure and have their emotional and physical well-being well supported. They settled well and develop a bond with the childminder. Consequently children are able to feel safe. The childminder makes good use of the bond with the children to engage them in interesting activities that enable them to enjoy their learning. The good interaction between the childminder and children promotes their early language skills and use of conversation well. Children respond well to questions and suggestions which encourage them to think and find solutions for themselves. For example, children use their developing knowledge of number, colour and shape when completing puzzles. They are encouraged to look for and compare the colours and shapes in order to complete the task. The childminder bases activities on children's interests and identified learning and development needs. This means she is currently focusing on developing children's use of number colour and shape through adult directed activities and daily routines such as identifying the number and colour of plates and beakers at snack time.

Children have access to a well-organised, safe playroom where they can make independent choices and decisions about activities they enjoy. They respond well to the expectations of the childminder; they are well behaved, eager to help with task such as tidying away activities. They make choices and decisions for themselves and are confident in choosing resources from the readily accessible storage units which contain good quality toys and equipment. The secure rear garden provides scope for outdoor play and regular exercise. Children enjoy using the range of large play equipment demonstrating their skills in using wheeled toys or playing imaginatively using the pop-up tent and tunnel. Children include the childminder in their self-chosen play, talking to her about what they're doing and inviting her into the tent to join in their play. Opportunities for children to develop a wider range of physical skills such as climbing and balancing are provided when visiting local play areas and parks. Children learn about safety when out and about; for example, learning road safety and the importance of wearing their seat belts in the car.

Children follow good personal hygiene routines learning the importance of washing their hands after toileting, activities and before eating. They are encouraged to eat healthily from the packed lunches provided by parents and the healthy snacks provided by the childminder. Children learn to manage self-care skills such as toileting and changing into outdoor shoes, this promotes their developing independence and sense of achievement. Their feeling of self-worth and confidence are developed in respond to the praise and encouragement given by the childminder. They understand the house rules and how to share and play co-operatively. Children show care and consideration for others particularly the

childminder's own baby.

Activities are provided which are used well to support children's learning and development enabling children to make good progress in all areas of learning. The childminder uses her knowledge and understanding of the educational programme when observing in assessing children's progress. Well planned activities enable the childminder to use adult directed and child initiated activities to meet the identified learning objectives. However, although observations are matched to the six areas of learning, the childminder has not made links to the aspects of the educational programme. Consequently, does not have a full view of how children are moving towards the early learning goals. Children are able to make progress because the childminder identifies children's next steps and uses activities effectively to enable children to move forward. For example, providing more complex puzzles and opportunities the children to use their foundation skills regularly and in meaningful contexts.

Children are imaginative and creative, using role-play resources to act out familiar situations such as caring for the dolls and taking them for a walk in the pushchair. Their ideas for creative activities are followed up, they confidently express their ideas for activities they enjoy such as using art and craft materials to make pictures. With guidance they learn to use tools, equipment and resources safely and effectively. Although some worksheets are used to enable children to demonstrate their mark making ability more practical activities are provided which enable children to explore different textures and media, developing their understanding and use of mark making in preparation for writing. Children develop an understanding of the wider world and aspects of diversity using toys and activities that provide positive images of ethnicity, culture, ability and gender.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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

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