

Inspection report for early years provision

Unique reference number	252013
Inspection date	04/08/2009
Inspector	Rebecca Johnson
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 was registered in 2001. She lives with her partner and their two children aged 10 and 12 years in a suburb of Wolverhampton in the West Midlands. The whole of the ground floor of the childminder's house is used for childminding. A nearby play park is used for outside play.

The childminder is registered to care for a maximum of six children within the Early Years Foundation Stage (EYFS) and is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. She is currently minding two children in the early years age group who attend for a variety of sessions. The childminder walks to the local school and nursery to take and collect children.

The childminder holds a child care qualification. She is a member of the National Childminding Association and part of Wolverhampton Childminders Network. She attends local carer/toddler groups.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder provides effectively for children as they make progress in all aspects of the Early Years Foundation Stage. The uniqueness of each child is recognised and the individual needs of all children are well met. Positive relationships with parents are fostered in order to identify and meet children's individual needs and ensure continuity of care. The childminder is able to identify areas for improvement to ensure that she maintains continuous improvement.

What steps need to be taken to improve provision further?

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

- develop further methods of observation and assessment in order to effectively plan next step activities to meet children's individual needs.
- develop further the quality and improvement processes to monitor and evaluate the strengths and weaknesses of the provision
- develop further the strategies for working in partnership with other settings who deliver the Early Years Foundation Stage (EYFS) to ensure consistency of care and learning for children who attend more than one setting.

The leadership and management of the early years provision

The childminder is well motivated and committed to providing a high level of care and education for the children. She holds a childcare qualification and regularly attends training to enhance her good practice. The childminder understands the importance of evaluating the service that she provides, however, the use of self-

evaluation is not yet fully implemented to ensure that the strengths and weaknesses of her provision are effectively identified. Daily routines are managed well to accommodate the individual needs of the children attending. The environment is utilised to its full potential to provide children with choices about where and with what they wish to play.

All documentation which contributes to the children's health, safety and welfare is in place and regularly reviewed and additional information and policies relating to the setting support the childminder's good practice. Robust safeguarding policies and procedures are in place and practised effectively to ensure that children are well protected. The childminders excellent knowledge and understanding of signs and symptoms of abuse and her awareness of her role in protecting the children in her care ensures that their welfare is fully safeguarded. She is clearly able to identify and minimise potential risks to children and the use of written risk assessments which cover all areas of the premises and places children visit are in place.

The childminder works very well in partnership with parents. She takes time before children start to accumulate information relating to children's individual needs and preferences to ensure continuity between home and minding environments and parents are provided with an information pack which covers all aspects of the provision. This helps children to settle well and develops parents trust and confidence in the childminder. Parents are provided with information about their child on a daily basis through diaries and children's learning journeys and photographs which are always available. Parent's views are sought through a compliments and complaints record and the childminder uses feedback comments positively to improve the service she provides. The childminder is endeavouring to forge links and share information with other provisions which children attend. However, this is not always reciprocated from other settings in order to maintain a consistent approach in meeting children's needs.

The quality and standards of the early years provision

Children are happy, confident and interact positively with the childminder. They develop self-esteem as the childminder offers praise and encouragement and is always close at hand to offer support. They develop positive attitudes to learning because the childminder shows an interest in everything they do. Her flexible planning develops through the interests and play preferences of children and ensures that they benefit from a good balance of child-led and adult-initiated activities that sustain their interest well. The use of learning journeys and observations have been implemented, however, these need to be linked to planning to ensure that children make progress at a pace suitable to their individual needs in all areas of learning and development.

Children enjoy and participate in a wealth of exciting and interesting activities. They especially enjoy time spent outside in the fresh air where they develop their physical skills on equipment, such as swings, roundabouts and climbing frames, which helps them to develop control of their bodies. They eagerly participate in craft activities, such as weaving dream catchers and making fridge magnets.

Children forge positive relationships with their peers by attending local groups. They interact wonderfully with younger children, for example, helping them to make worm pancakes with play dough. Children learn about the wider world through resources, such as dressing up clothes, puzzles and dolls which portray positive images. They learn about re-cycling and compost the skins from the fruit they have for snacks. They enjoy pond dipping, making bird houses and talking about the different birds they have seen in the local woods.

Children are building positive relationships with the childminder and are obviously happy and contented in her care. They are highly valued and respected as individuals and respond positively to the childminders methods of behaviour management, which is appropriate to children's age and stage of development and re-enforces positive behaviour. Children are cared for in a warm, welcoming, clean and safe environment. They are well cared for if they have an accident or become ill and there are good procedures in place to protect them from illness and infection. Children are learning about their own personal hygiene and how to keep healthy. They wash their hands at appropriate times throughout the day and learn about healthy eating as they enjoy healthy meals and snacks, which include fresh fruit and vegetables.

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?	1
How well are children safeguarded?	1

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?	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?	1
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
---	-----

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